

# PROPOSED CONSTRUCTION OF THE LOMPOC VALLEY CENTER IN THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT



CALIFORNIA  
POSTSECONDARY  
EDUCATION  
COMMISSION

## SUMMARY

The Allan Hancock Joint Community College District proposes establishing a permanent educational center in the Lompoc area of Santa Barbara County, primarily to consolidate its current outreach operations in the area but also to accommodate anticipated enrollment growth in the area over the next 10 to 15 years. The 155-acre site on which the center is to be located has been owned by the City of Lompoc through a donation by the United States Army, and the city has agreed to turn it over to the Allan Hancock district following the Commission's approval of the district's proposal for the center.

The Commission has concluded that the proposal satisfies each of its ten criteria for approval, and thus it offers two recommendations on page 3 of the report:

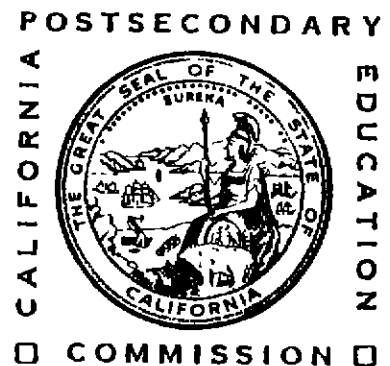
- 1 The Lompoc Valley Center should be approved as an educational center of the Allan Hancock Joint Community College District
- 2 The Lompoc Valley Center should become eligible for State capital outlay funding as of the 1993-94 fiscal year

The Commission adopted this report at its meeting on December 7, 1992, on recommendation of its Fiscal Policy and Analysis Committee. Further information about the report may be obtained from the Commission at 1303 J Street, Fifth Floor, Sacramento, California 95814-2938. Further information about the center may be obtained from the Allan Hancock Joint Community College District offices at 800 South College Drive, Santa Maria, California 93454.

# PROPOSED CONSTRUCTION OF THE LOMPOC VALLEY CENTER IN THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

*A Report to the Governor and Legislature  
in Response to a Request from the Chancellor's  
Office of the California Community Colleges*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
1303 J Street ♦ Fifth Floor ♦ Sacramento, California 95814-2938





**COMMISSION REPORT 92-31**  
**PUBLISHED DECEMBER 1992**

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# 1

## Conclusions and Recommendations

**I**N THIS REPORT, the Commission responds to a request by the Chancellor of the California Community Colleges that it review the need for and location of a proposed permanent Lompoc Valley Center of the Allan Hancock Joint Community College District

Since 1978, the Allan Hancock district has offered courses in the Lompoc area. Until now, it has conducted these classes in facilities rented from the Lompoc Unified School District, but now the school district needs the space to accommodate its own rapidly growing enrollments.

This past September, the Chancellor's Office staff of the California Community Colleges recommended that the Board of Governors approve construction of a permanent center for several reasons: (1) the Lompoc area is geographically isolated from the main campus of the district -- Allan Hancock College in Santa Maria -- or from any other community college campus, (2) no other facilities are available in the area, (3) large numbers of students are, or soon will be, unserved if the center is not built, and (4) no other feasible alternatives are available (Board of Governors, 1992, reproduced in Appendix A to this report). The Commission agrees with this assessment by the Chancellor's Office staff.

“ in its experience of reviewing proposals for new educational centers, the Commission has visited few sites more ideally located and prudently obtained than that proposed for the permanent Lompoc center. Situated on a plateau above the City of Lompoc on relatively flat ground, the site has immediate freeway and major roadway access from every part of the Lompoc area plus areas on the property that are suitable for nature study. Combined with the fact that the site has been obtained at no cost to the State, it would be difficult to argue that a better site could be found in the area at any price.”

Indeed, in its experience of reviewing proposals for new educational centers, the Commission has visited few sites more ideally located and prudently obtained than that proposed for the permanent Lompoc center. Situated on a plateau above the City of Lompoc on relatively flat ground, the site has immediate freeway and major roadway access from every part of the Lompoc area plus areas on the property that are suitable for nature study. Combined with the fact that the site has been obtained at no cost to the State, it would be difficult to argue that a better site could be found in the area at any price.

The district proposes to operate only an educational center on the site for the foreseeable future, but the amount of property involved -- 155.6 acres -- suggests a larger purpose eventually. In fact, the Board of Governors' statewide long-range facilities plan, adopted in 1991, anticipates that the center will evolve into a full-service community college in the long term -- probably between 2000 and 2005. At such time as that change in the size, organization, and mission of the facility becomes warranted, the Commission expects that the district and the Chancellor's Office will submit a proposal to the Commission to convert the center to a full-service college.

The Commission bases its eight conclusions and two recommendations on its re-

cently revised *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (1992c)

## Conclusions

1 *Enrollment Projections* The enrollment projection for the Lompoc Valley Center was produced and approved by the Demographic Research Unit of the Department of Finance and indicates a probable opening enrollment of over 1,100 full-time-equivalent students -- over twice the Commission's guideline for the minimum enrollment of an educational center, which is 500 such students

2 *Alternatives*: Both the district's "needs study" -- *Lompoc Valley Center. An Assessment of Need* (1992) -- and its environmental impact report (Fugro-McClelland, 1992) contain analyses of numerous alternatives, including alternate sites, expansion of existing facilities, and greater campus utilization. Due to the isolation of the Lompoc area from the Santa Maria campus, and the fact that the selected site is very well located and can be obtained at no cost to the State or the district, the district's proposal must be considered the most viable of all the alternatives available

3 *Serving the Disadvantaged*: The district has proposed an array of student services similar to those currently offered at Allan Hancock College in Santa Maria. These include student financial aid, Extended Opportunity Programs and Services (EOPS), counseling, advising, tutoring, and a number of other programs identified in Part Three of this report. The provision of these services will be considerably easier at the proposed permanent location than at the present elementary school location or other decentralized locations

4 *Academic Planning* The district has presented an academic plan for the Lompoc center that involves both the transfer of existing programs from its outreach operations as well as the creation of new programs as the center develops. All of the programs proposed to be offered have been previously approved by the Allan Hancock district's Board of Trustees. They may also have been approved by the Chancellor's Office, but since that office is currently undergoing a review of program approvals, the Commission cannot state definitively that all of them have full State sanction

5 *Accessibility* The location of the site is as close to ideal as any the Commission has reviewed in recent years. The site is readily accessible to a major freeway (Highway 1) and to all but one surface street in the immediate area. Public transportation is available, although the specific details of providing bus access to the center have not yet been finalized

6 *Effects on Other Institutions*: Widespread support for the permanent Lompoc center exists among neighboring institutions in all three public systems. Since there are no community colleges in the region within commuting distance, none could be adversely impacted by the establishment of the permanent center

"The location of the site is as close to ideal as any the Commission has reviewed in recent years. The site is readily accessible to a major freeway (Highway 1) and to all but one surface street in the immediate area."



7 *Environmental Impact*. The Allan Hancock district completed a comprehensive draft environmental impact report (EIR) in July 1992. It showed no serious impacts that could not be mitigated. In addition, the district proposes to protect and improve a wetlands area on the site for future educational uses. Public hearings on the EIR are in progress as of this writing.

8 *Economic Efficiency*. Since the site will be donated to the Allan Hancock district by the City of Lompoc through a grant from the U.S. Army, the State will not be required to provide any capital outlay funding for site acquisition.

**Recommendations** Based on its analysis of the Lompoc Valley Center proposal and pursuant to its responsibilities under Section 66904 of the Education Code, the Commission recommends as follows to the Governor and the Legislature:

1. **The Lompoc Valley Center should be approved as an educational center of the Allan Hancock Joint Community College District.**
2. **The Lompoc Valley Center should become eligible for State capital outlay funding as of the 1993-94 fiscal year.**

\_\_\_\_\_

# 2

## Background to the Proposal

**S** ECTIONS 66903(2a) and 66903(5) of the Education Code provide that the California Postsecondary Education Commission “shall advise the Legislature and the Governor regarding the need for and location of new institutions and campuses of public higher education ” Section 66904 also provides

It is further the intent of the Legislature that California Community Colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission Acquisition or construction of nonstate-funded community college institutions, branches, and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the commission

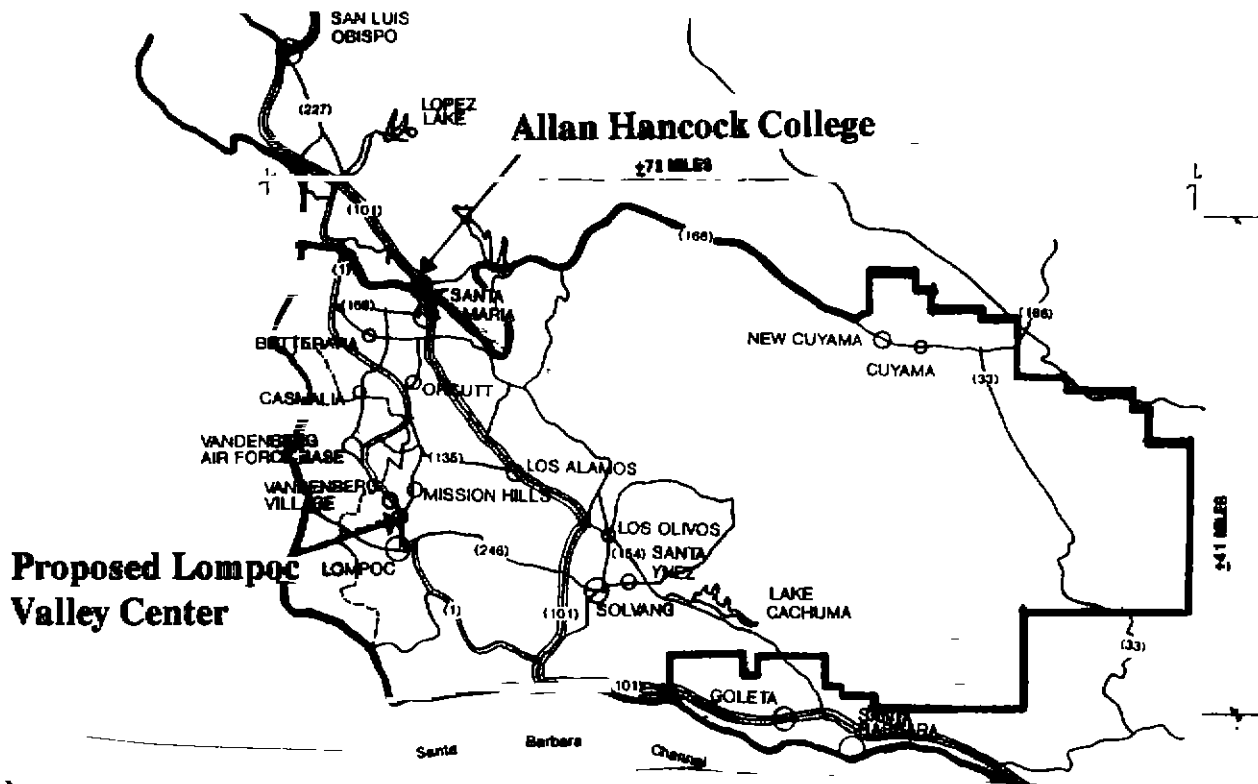
Pursuant to this legislation, in 1975 the Commission developed a series of guidelines and procedures for the review of new campus and off-campus center proposals and then revised them in 1978, 1982, 1990, and most recently in August 1992 under the title of *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (CPEC, 1992c) As most recently revised, these guidelines require each of the public higher education systems to develop a quinquennial statewide plan that identifies the need for new institutions over a 15-year period Once the system submits that statewide plan to the Commission, the Commission requests that it submit more detailed short-term plans for campuses or centers through a “letter of intent to expand ” If Commission staff reviews that letter favorably, the staff invites the system to submit a comprehensive proposal -- referred to as a “needs study” -- that the staff judges according to ten criteria to determine its relative merit, after which the Commission recommends to the Governor and the Legislature that the new campus or center be approved or disapproved

### **Characteristics of the Allan Hancock Joint Community College District**

The Allan Hancock Joint Community College District occupies most of the northern portion of Santa Barbara County, as well as small portions of San Luis Obispo and Ventura Counties At 2,919 square miles, it is geographically the seventeenth largest district in the state out of a total of 72 and includes the cities and towns of Santa Maria, Lompoc, Santa Ynez, Solvang, Orcutt, Mission Hills, and Los Olivos, as well as Vandenberg Air Force Base, which is currently the geographically largest military installation in California The boundaries of the district and the location of these sites are shown in Display 1 on page 6

The district achieved an enrollment high of 13,289 headcount students in Fall 1989, but its enrollment has declined somewhat since that time to between 10,000 and

**DISPLAY 1** *Allan Hancock Joint Community College District Boundaries, Showing the Locations of Allan Hancock College and the Proposed Lompoc Valley Center*



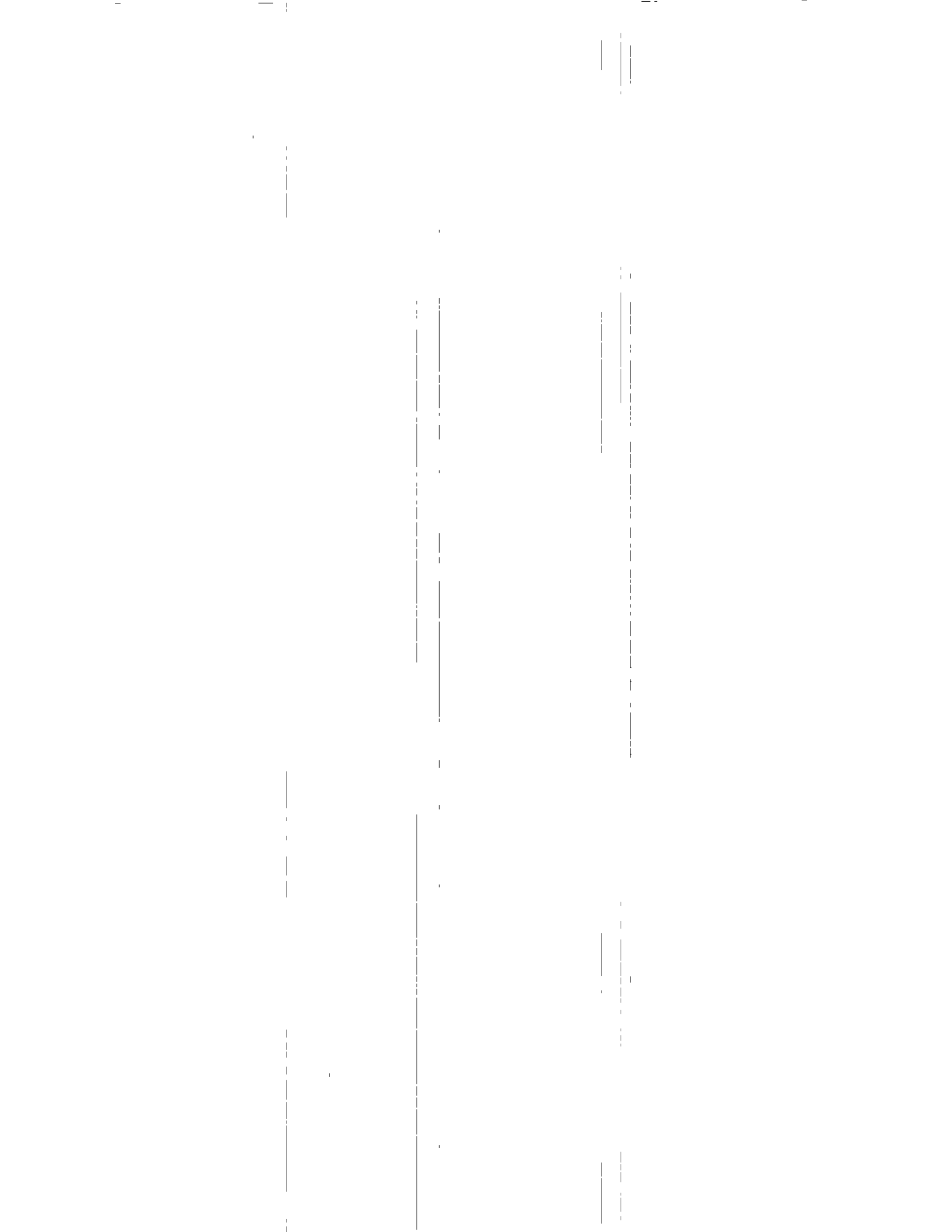
Source: Adapted from Allan Hancock Joint Community College District, 1992, p. 9

“The Demographic Research Unit of the Department of Finance projects steady growth in the district throughout the 1990s, with a probability of reaching about 9,000 full-time-equivalent students by the end of the decade.”

11,000 headcount students. Much less change has occurred in its full-time-equivalent enrollment, however, since its students have been tending to take heavier unit loads. The district’s full-time-equivalent enrollment in Fall 1990 was about 6,800. The Demographic Research Unit of the Department of Finance projects steady growth in the district throughout the 1990s, with a probability of reaching about 9,000 full-time-equivalent students by the end of the decade.

The district’s main campus in Santa Maria -- Allan Hancock College -- is among the system’s oldest, having been established in 1920. For a decade and a half, the district has maintained a major outreach operation some 36 miles to the south in the City of Lompoc near Vandenberg Air Force Base -- until 1985 in a school building by itself but since then in a facility shared with other lessees of the Lompoc Unified School District. Now, however, the school district needs to use this facility for expanded growth, just as it needed the school building in the mid-1980s.

Over the same period, the Allan Hancock district has also offered classes at Vandenberg Air Force Base, but base officials have not been able to guarantee sufficient space or public access to make that location viable as the regional center.



## **Origins of the proposal**

“District officials looked at numerous alternatives to solve this problem and, in the process, contacted Congressman Robert Lagomarsino to see if surplus federal land might be a possibility. His intervention led to passage of a rider to the 1989 Defense Appropriation bill that transferred title to about 287 acres of land adjacent to Highway 1 from the U S Army to the City of Lompoc, provided that the land would be used for educational purposes.”

Officials of the Hancock district have been aware of these circumstances for some time, and consequently they began to make plans for a permanent center in the Lompoc area in 1989. From their perspective, the school district's insistence that the Hancock district vacate the leased space is only incidental to the planned move to the proposed permanent site, since they regard the existing space as inadequate for community college purposes, particularly due to its lack of laboratory space.

District officials looked at numerous alternatives to solve this problem and, in the process, contacted Congressman Robert Lagomarsino to see if surplus federal land might be a possibility. His intervention led to passage of a rider to the 1989 Defense Appropriation bill that transferred title to about 287 acres of land adjacent to Highway 1 from the U S Army to the City of Lompoc, provided that the land would be used for educational purposes. The legal transfer to the city occurred in February 1990. Since then, the city has designated about 155 acres of the land for the Lompoc Valley Center, of which approximately 87 acres are usable for building purposes, with the remaining 68 being a biological preserve. The city has designated about 91 of the total 287 acres for an air and space museum, and it has set aside the remaining 41 acres for a green belt. Displays 2 and 3 on pages 8 and 9 show the location and configuration of the site, while Displays 4, 5, and 6 on pages 10 and 11 show the master plan for the center's development.

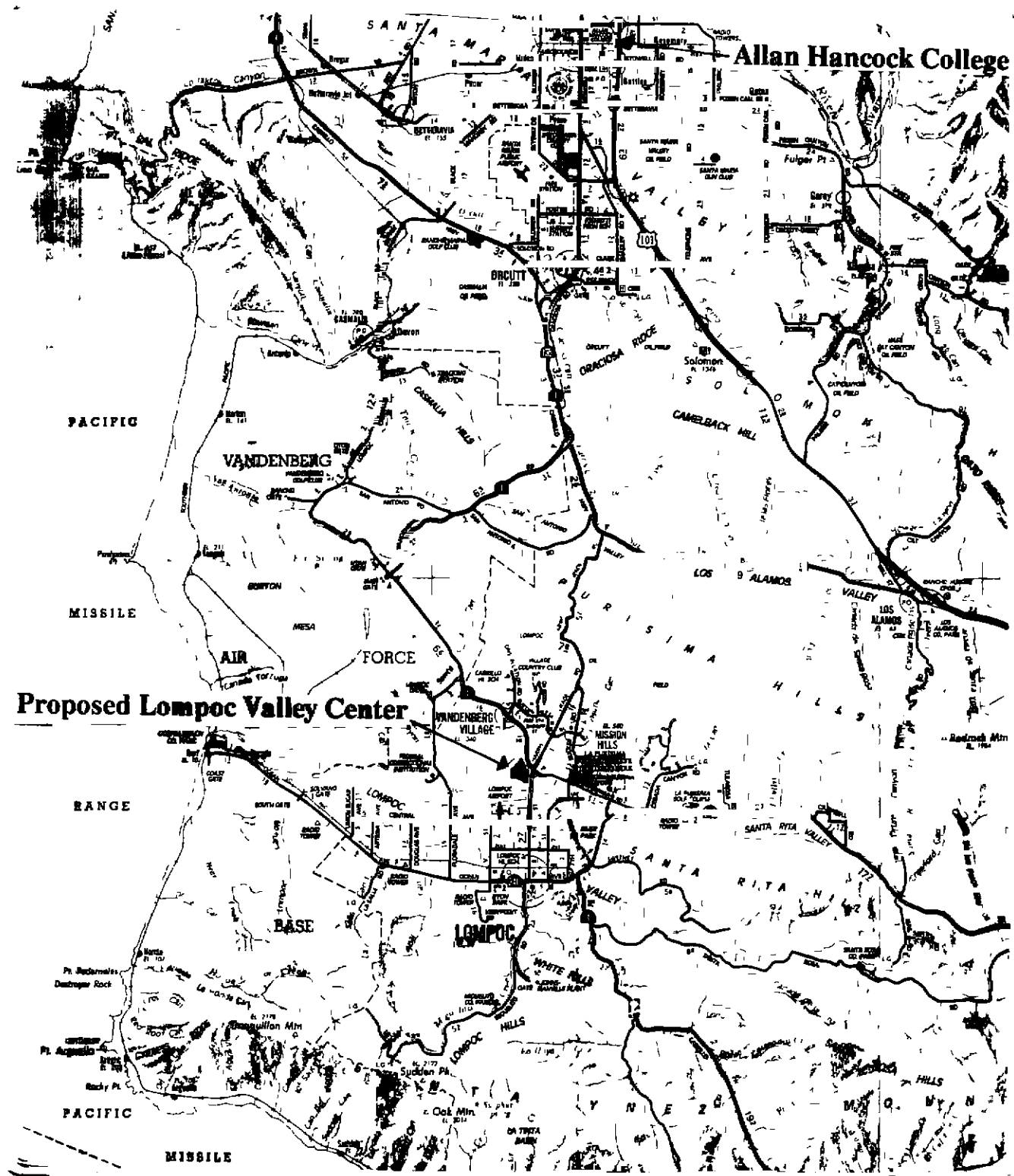
Having determined the course of action it thought most prudent, the district requested approval of the planned center by the Board of Governors of the California Community Colleges and the Postsecondary Education Commission. Chancellor Mertes of the community colleges thereupon submitted a "letter of intent" to the Commission on February 22, 1991, to which the Commission responded positively on the following April 15. The Chancellor's Office then asked the Demographic Research Unit of the Department of Finance to develop a special enrollment projection for the Lompoc area -- a task that the Unit completed on March 4, 1992. The Allan Hancock district submitted its "needs study" to the Chancellor's Office and the Commission the same month, after which staff from the two agencies visited the site and consulted with district officials. (In Part Three of this report, the Commission discusses the district's needs study within the context of the Commission's recently approved 1992 guidelines.)

## **Review by the Board of Governors**

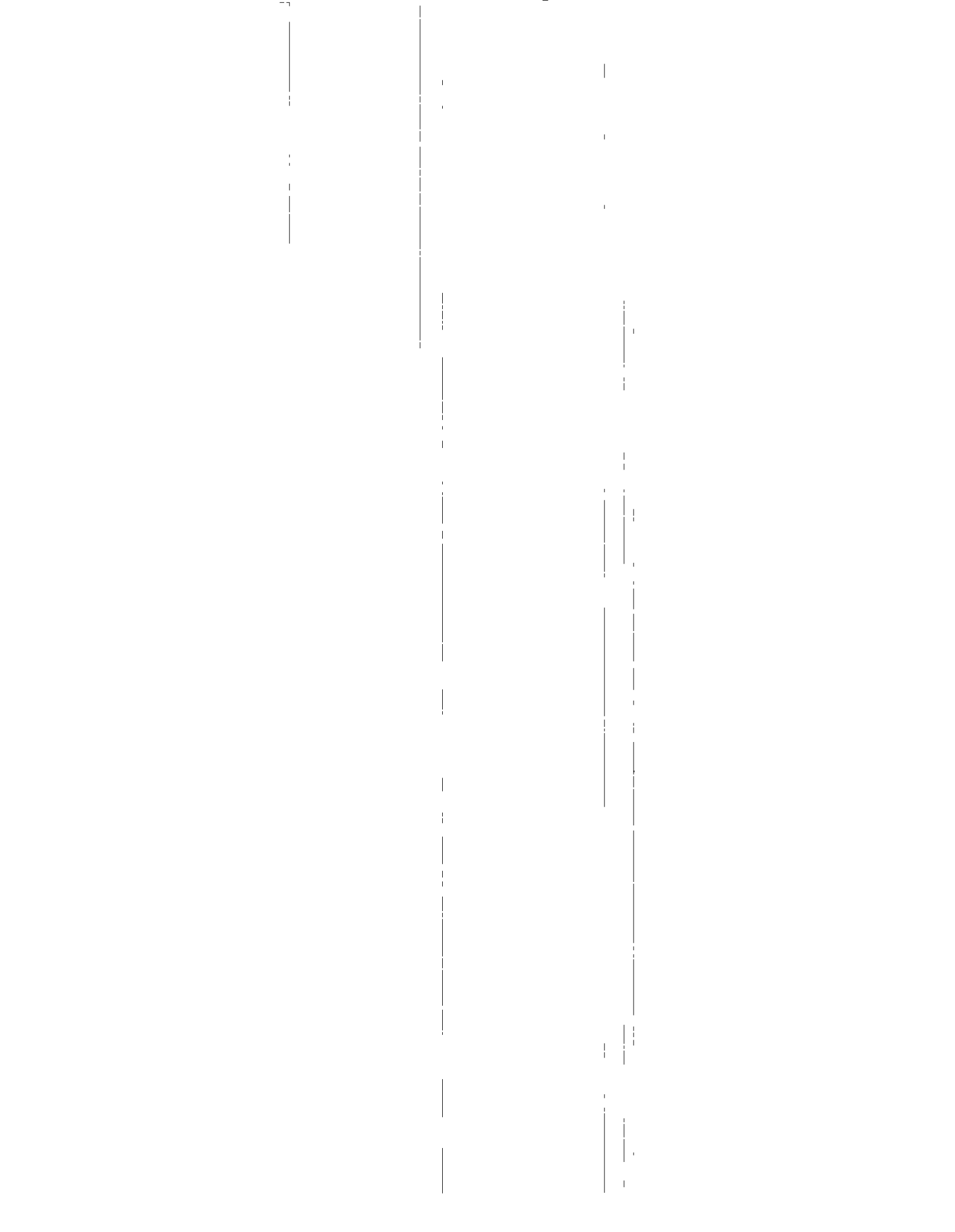
As part of its long-range planning process, and with the Commission's strong encouragement, in 1990 the Chancellor's Office of the community colleges had retained a consultant to assist it in determining the number of new institutions that might be required between 1990 and 2005. The consultant reported in September 1990 that the State would need some 37 new institutions -- both new

*(text continues on page 10)*

**DISPLAY 2** Northern Santa Barbara County, Showing Santa Maria and Lompoc

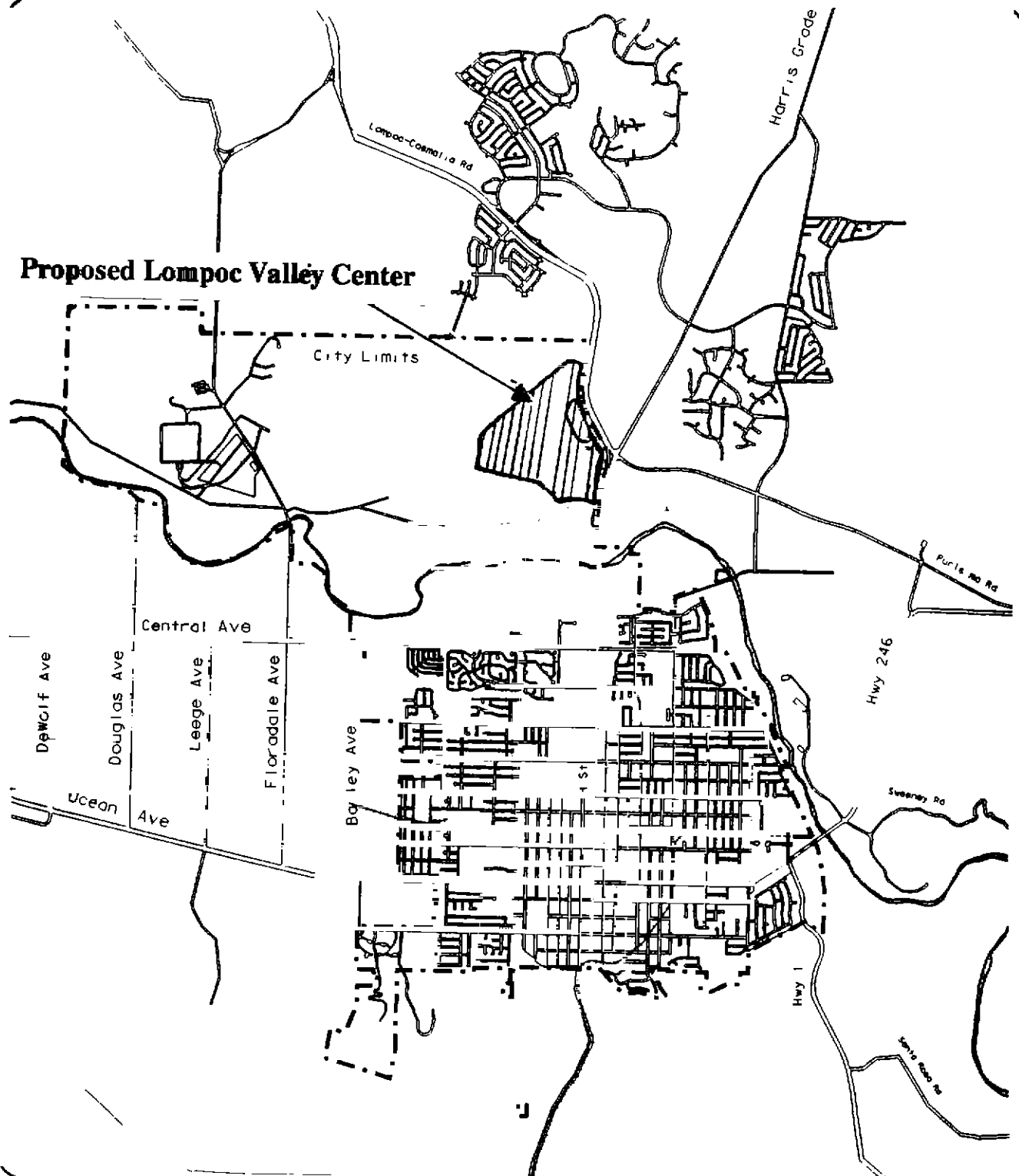


Source Adapted from Automobile Club of Southern California, 1991 Copyright, Southern California Automobile Club, 1991



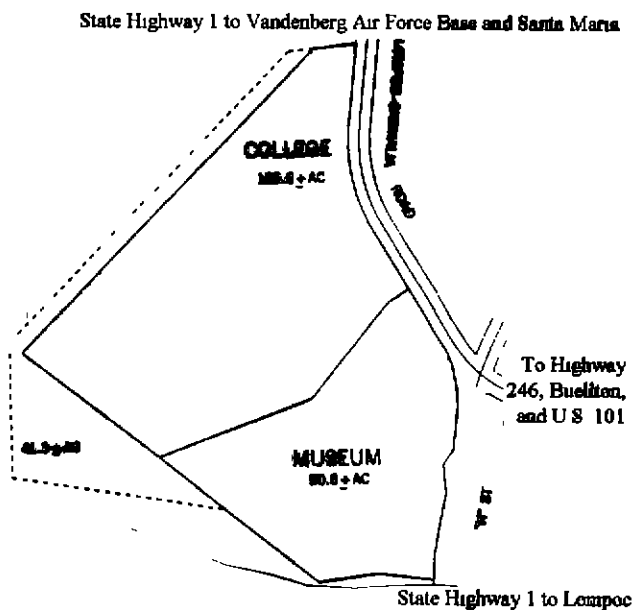


**DISPLAY 3** City of Lompoc, Showing the Site Designated for the Lompoc Valley Center



Source: Fugro-McClelland, 1992, p. 35

**DISPLAY 4** *Site for the Proposed Lompoc Valley Center and the Air and Space Museum*

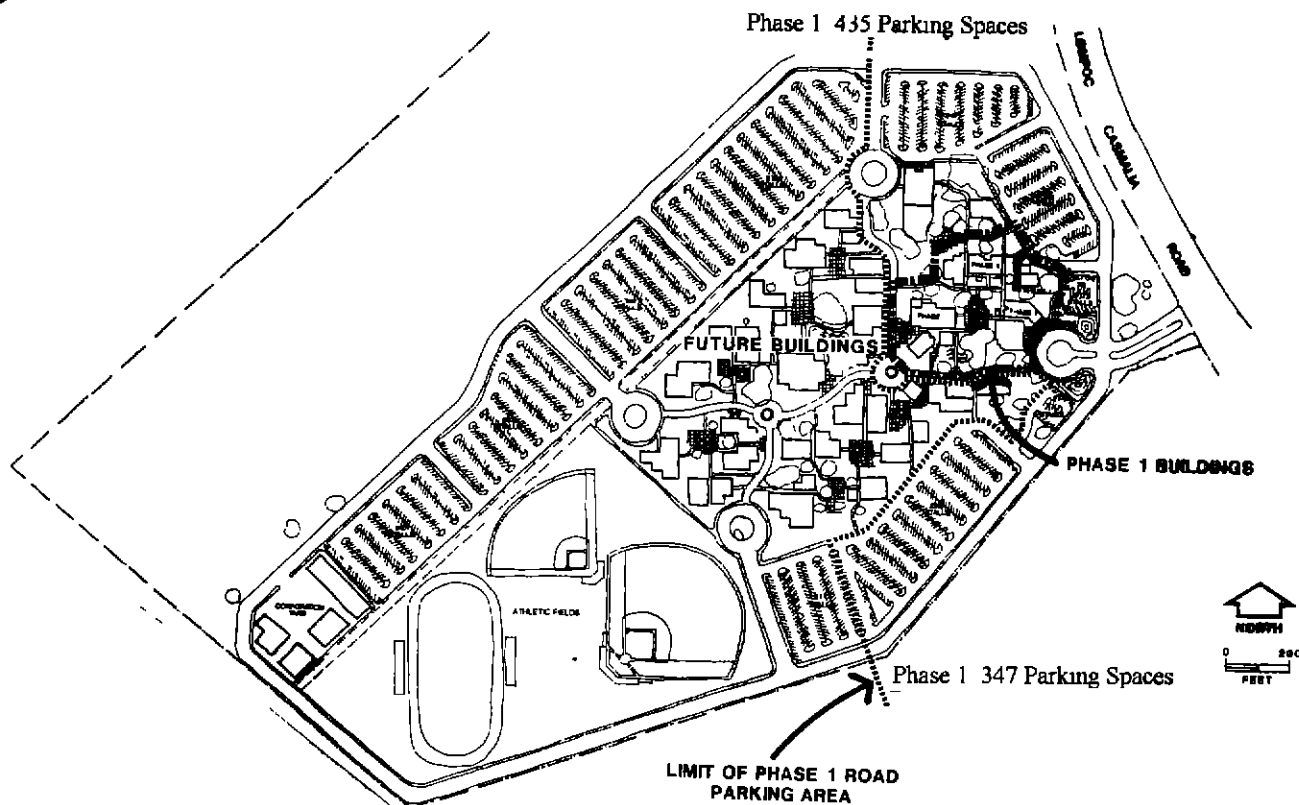


Source Fugro-McClelland, 1992, p 36

colleges and new educational centers -- within the 15-year planning period (MGT, 1990) Of interest to this report is MGT's conclusion regarding the Allan Hancock district

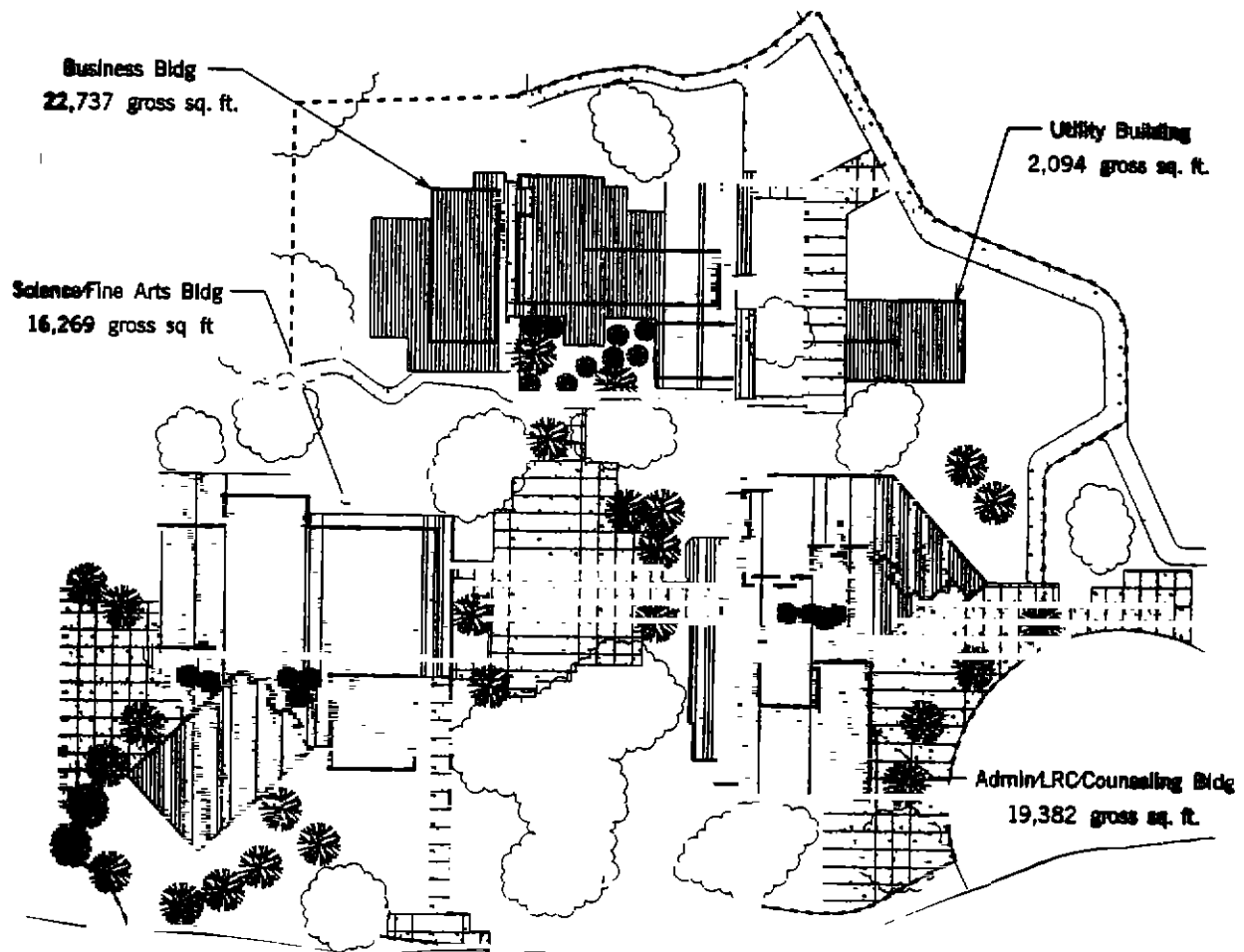
Data suggest that there is a need for a new campus in this district in the near term. The District has operated off-campus coursework in the Lompoc Valley area for 17 years and currently generates 800 ADA with continued growth anticipated. The model would indicate that current capacity in neighboring districts including San Luis Obispo and Santa Barbara can accommodate projected growth but can not absorb growth in Allan Hancock. The District should proceed, according to the guidelines established in Title 5, with the development of a site which will serve the population in the Lompoc Valley area. In

**DISPLAY 5** *Master Plan for the Lompoc Valley Center Site*



Source Fugro-McClelland, 1992, p 39

**DISPLAY 6 Detailed Site Plan for Phase I of the Lompoc Valley Center**



Source: Fugro-McClelland, 1992, p. 42

“In its 15-year plan, the Board of Governors generally accepted its consultants’ recommendation, indicating that a permanent educational center should be established between 1990 and 1995 and that that center should become a full-service college between 2000 and 2005.”

the District’s planning process, special consideration should be given to plans for the nearby Vandenberg Air Force Base (MGT, 1990, p. 41)

In its 15-year plan (1991, p. 17), the Board of Governors generally accepted its consultants’ recommendation, indicating that a permanent educational center should be established between 1990 and 1995 and that the center should become a full-service college between 2000 and 2005

This large (2,919 square miles) district is located on the south coast. Besides the main campus in Santa Maria, the district has operated programs in the Lompoc area, well beyond commuting distance from Santa Maria. District enrollment is projected to grow from 13,700 to 18,300 during the planning period 1990 to 2005, and the Santa Maria campus is at capacity. A new center is indicated for the near term (1990-1995), to be developed into a campus in the long term (2000-2005).

On September 10, 1992, the Board of Governors received a staff recommendation for the approval of two new community college operations -- Folsom Lake College in the Los Rios Community College District, and the Lompoc Valley Center (Appendix A, below) At that same meeting, the Board also considered the 1993-94 capital outlay program for the community college system, which included the Allan Hancock district's request for \$1 2 million to begin planning and working drawings for the center That program lists three items for the center as follows

- 1 Item 140 Off-Site Development --\$375,000 for planning and working drawings,
- 2 Item 141 On-Site Development -- \$421,000 for planning and working drawings, and
- 3 Item 142 Phase I, Facilities -- \$704,000 for planning and working drawings

The location of these three items on the Board of Governors' priority list -- just over half-way down a total of 277 items -- means that they will be funded in 1993-94 only if the community colleges obtain a capital outlay appropriation of some \$400 million for that year

**Expansion  
during  
retrenchment?**

In the present era of severe budget cuts, and the inevitable retrenchment of State programs they produce, it is understandable that questions should arise about the wisdom or even the rationality of approving new campuses or educational centers in the California Community Colleges or in any of the other two public systems of higher education These questions seem particularly trenchant at present given the disproportionate budgetary constraints imposed on higher education

Although Proposition 98 affords the California Community Colleges some protection against budget cutbacks -- at least in comparison to the University of California and the California State University -- no one is prepared to argue that the community colleges are adequately funded or fully able to meet the demands placed on them by a growing population Every day, or so it seems, the media report a new round of students denied admission, of classes canceled, of longer times to graduation, of shortages of student aid, of faculty layoffs, and of major increases in student fees Why then, in the face of such a shortage of resources, can a major expansion of service be seriously proposed?

The Commission offers eight answers to that question

*1 Different revenue sources are involved.*

Funding for capital outlay generally comes from a different revenue source than funding for general institutional support The funds necessary to support the faculty, administration, student services, financial aid, and all of the other day-to-day operations of an institution of higher education come from the State General Fund, and in the case of the community colleges, from local property taxes as well Fund-

ing for capital outlay comes almost entirely from bonds, both the General Obligation Bonds approved by the voters in statewide elections, and from lease-payment (revenue) bonds authorized by the Legislature or by the systemwide governing boards. The budget crises of the past several years have largely been support budget dislocations, and they have occurred at the same time that the voters of California approved a major General Obligation bond issue.

*2 The population of California is growing rapidly.*

Despite the crises of the moment on the operations side of the budget, California's population continues to grow rapidly. According to the most recent projection from the Demographic Research Unit of the State Department of Finance, between 1991 and 2005 some 530,000 additional students are expected to require admission to the California Community Colleges -- a number roughly equivalent to the capacity of 53 new colleges of 10,000 students each. Of course, much of the expansion can be accommodated on existing campuses, but it is clear that many new educational centers and colleges must be built. As noted on page 7, the Board of Governors anticipates that 37 new centers or colleges will be necessary by 2005.

*3 Most of the growth in higher education will occur in the community colleges.*

The fiscal reductions contained in the 1991-92 and 1992-93 budgets fell hardest on the University of California and the California State University and resulted in enrollment levels at these systems below the projections for 1990 and 1991 from the Demographic Research Unit. In addition, rapid fee increases have widened the affordability gap between the four-year institutions and the community colleges. These two factors have already produced a diversion of students to the community colleges and thereby increased enrollment pressures on that system even further.

*4 It is less expensive to educate students in community colleges than in universities.*

The Commission's most recent data on cost per student (CPEC, 1992a) indicate that the average cost per student for operations is only 39 percent of the cost in the State University, and 24 percent of the cost at the University of California. Further, the Commission estimated in 1990 (CPEC, 1990b) that the capital outlay cost per student is about 53 percent of the State University's cost, and only 13 percent of the cost at the University of California. Clearly, it is more fiscally prudent to provide higher educational services, at least for the first two undergraduate years, in the Community College system.

*5 Capital outlay project planning lead times are very long.*

Another fundamental difference between appropriations for the day-to-day operations of California's colleges and universities and those for capital outlay is that capital outlay projects require enormous lead times for planning. Between the time a new institution is conceived, and the time the first student is admitted, is normally a minimum of eight years and can be much longer. The first planning for the

Lompoc Valley Center began in 1989, with the site donated to the City of Lompoc by the U S Army in 1990 and offered to the community college district in 1991. The first students will probably not be admitted to the first permanent building until 1996 or 1997, and even then only if the appropriation stream is uninterrupted.

*6 Failure to move proposals along now will create unreasonable delays later.*

As noted earlier, the Chancellor's Office foresees the establishment of 37 new centers and colleges between 1990 and 2005. All of those institutions may not be built, but if decisions are not made now on proposals as they become ready for evaluation, a bottleneck could be created later.

*7 No budget crisis lasts forever*

In spite of the severity of the current crisis, no crisis is forever. Eventually, prosperity will return to California and more adequate budgets to higher education, enrollments will expand, buildings will be built, and students will learn. In the meantime, it is imperative that planning continue, for if it does not, resources and opportunities will be lost in the absence of a sensible way to use them. If proposals for new institutions are reviewed now, it will be possible to build and occupy them at a time in the future when economic conditions are more favorable.

*8 Finally, approval by the Commission creates only an eligibility for funding, not a mandate.*

The Commission performs a unique role in the capital outlay process in that it is the only agency that offers recommendations on the establishment of new institutions in all three higher education systems. Such an approval does not, however, provide any funding for that institution, but only creates an eligibility to compete for funding with existing colleges and universities. The success or failure of that competition depends on a multi-layered and very comprehensive review process that involves the systemwide central offices, the Governor, the Legislature, the Department of Finance, the Office of the Legislative Analyst, and the State Public Works Board.

For all these reasons, the Commission has proceeded expeditiously with its analysis of the Lompoc center proposal, as it will with all other proposals submitted in accordance with its guidelines for review, in the expectation that California's current fiscal constraints will not prove permanent.

# 3

## Analysis of the Proposal

**A**T ITS AUGUST 24 meeting, the Commission approved a revision to the guidelines under which it evaluates proposals for new campuses and centers pursuant to the Education Code. The development of that revision, which contains a number of clarifications and refinements of the Commission's 1990 guidelines, was coordinated with the development of the proposed long-range planning process outlined in the Commission's report, *Framework for Statewide Facilities Planning* (1992b).

These revised guidelines for the first time contain definitions of the various types of institutions the Commission may review, including these three that apply to the California Community Colleges and thus to the Lompoc Valley Center:

***Outreach Operation*** An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location.

***Educational Center*** An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution.

***College*** A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district, colleges enroll a minimum of 1,000 full-time-equivalent students. A college will have its own administration and be headed by a president or a chancellor.

“the Allan Hancock district proposes to establish an ‘educational center’ for the purpose of housing existing programming offered in facilities of the Lompoc Unified School District and at Vandenberg Air Force Base, as well as anticipated enrollment growth in the Lompoc Valley region. The site is significantly larger than that normally needed for a permanent educational center, however, and as a result its size would allow the center to evolve into a full-service college.”

In terms of these definitions, the Allan Hancock district proposes to establish an “educational center” for the purpose of housing existing programming offered in facilities of the Lompoc Unified School District and at Vandenberg Air Force Base, as well as anticipated enrollment growth in the Lompoc Valley region. The site is significantly larger than that normally needed for a permanent educational center, however, and as a result its size would allow the center to evolve into a full-service college. This may happen eventually, but the Board of Governors’ current long-range plan anticipates that population growth in the area will not require the center to become a college until between 2000 and 2005. If conditions then

warrant such a conversion, the Commission will consider the proposed change at that time

The Allan Hancock district developed its proposal to establish the Lompoc center pursuant to the Commission's 1990 guidelines rather than the guidelines adopted this year. Despite that fact, the Commission has considered the proposal according to the more comprehensive 1992 criteria, in part because those criteria offer the opportunity for a more complete analysis of the proposal, in part because the proposal contains some elements that are easier to assess under the new review procedures than the older ones, and in part because the proposal clearly meets the requirements of the 1992 criteria as well as those of 1990.

On the following pages, the Commission analyzes the proposal sequentially in terms of the ten criteria of the 1992 guidelines.

**Criterion 1**  
**Enrollment**  
**projections**

*1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections for each of the first five years of operation (from the center's opening date), must be provided.*

*As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community college projections shall be developed pursuant to the Unit's instructions, included as Appendix B of these guidelines.*

*1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.*

In terms of population and enrollment, Allan Hancock is a medium-sized community college district. With one college and ten to eleven thousand students enrolled both on and off campus, it ranks about fortieth in enrollment among California's 71 community college districts. The actual and projected enrollments for the district are shown in Display 7 on the opposite page.



**DISPLAY 7** *Actual and Projected Fall Headcount Enrollment and Annual Weekly Student Contact Hours (WSCH) for the Allan Hancock Joint Community College District, 1980 to 2000*

Year of Fall Term	Day Credit			Evening Credit			Non-Credit			Total		
	Enroll- ment	WSCH	WSCH/ ENR.	Enroll- ment	WSCH	WSCH/ ENR.	Enroll- ment	WSCH	WSCH/ ENR.	Enroll- ment	WSCH	WSCH/ ENR.
<b>Actual</b>												
1980	5,094	53,968	10.6	3,598	31,401	8.7	1,994	15,646	7.8	10,686	101,015	9.5
1981	5,099	57,437	11.3	3,583	31,825	8.9	1,478	17,266	11.7	10,160	106,528	10.5
1982	4,773	54,996	11.5	4,200	32,786	7.8	1,348	16,518	12.3	10,321	104,300	10.1
1983	4,118	48,818	11.9	3,937	26,800	6.8	1,531	15,040	9.8	9,586	90,658	9.5
1984	3,916	42,411	10.8	3,940	24,830	6.3	1,615	16,237	10.1	9,471	83,478	8.8
1985	3,784	46,286	12.2	4,003	23,405	5.8	3,852	20,046	5.2	11,639	89,737	7.7
1986	4,513	50,879	11.3	3,644	24,239	6.7	3,909	19,924	5.1	12,066	95,042	7.9
1987	4,397	47,917	10.9	3,707	23,690	6.4	2,808	17,863	6.4	10,912	89,470	8.2
1988	4,919	53,266	10.8	3,905	22,955	5.9	4,149	21,430	5.2	12,973	97,651	7.5
1989	5,420	54,529	10.1	3,818	26,768	7.0	4,051	21,328	5.3	13,289	102,625	7.7
1990	4,644	56,468	12.2	3,464	26,464	7.6	2,392	18,597	7.8	10,500	101,529	9.7
<b>Projected</b>												
1991	4,770	58,200	12.2	3,560	27,000	7.6	2,530	19,500	7.7	10,860	104,700	9.6
1992	4,900	59,800	12.2	3,620	27,500	7.6	2,680	20,700	7.7	11,200	108,000	9.6
1993	5,070	61,800	12.2	3,680	28,000	7.6	2,830	21,800	7.7	11,580	111,600	9.6
1994	5,250	64,000	12.2	3,740	28,400	7.6	2,980	22,900	7.7	11,970	115,300	9.6
1995	5,380	65,100	12.1	3,800	28,900	7.6	3,110	23,900	7.7	12,290	117,900	9.6
1996	5,500	66,500	12.1	3,850	29,300	7.6	3,230	24,900	7.7	12,580	120,700	9.6
1997	5,670	68,600	12.1	3,910	29,700	7.6	3,340	25,700	7.7	12,920	124,000	9.6
1998	5,830	71,100	12.2	3,960	30,100	7.6	3,450	26,600	7.7	13,240	127,800	9.7
1999	6,020	73,400	12.2	4,010	30,500	7.6	3,570	27,500	7.7	13,600	131,400	9.7
2000	6,170	75,300	12.2	4,070	31,000	7.6	3,680	28,300	7.7	13,920	134,600	9.7

Source: California State Department of Finance, Demographic Research Unit, October 1, 1991

"In all probability, the Hancock district received the last special projection that the Demographic Research Unit of the Department of Finance will perform -- a projection for the Lompoc center with a three-year enrollment history that is shown in Display 8 on the next page."

In all probability, the Hancock district received the last special projection that the Demographic Research Unit of the Department of Finance will perform -- a projection for the Lompoc center with a three-year enrollment history that is shown in Display 8 on the next page. As indicated in the Commission's first criterion quoted above, the Unit is no longer required to develop special projections but only expected to advise districts on how to prepare them and then to approve these projections for analytical integrity. The Unit based its projection on a number of data elements, including the enrollment history for the Lompoc area's outreach operations, 1990 population projections and census data, Santa Barbara County sub-regional projections, and the Unit's own 1991 capital outlay projections. It assumed a very high ratio of weekly student contact hours (WSCH) to enrollments for evening credits (over 17), due primarily to the short-term intensive nature of classes offered at Vandenberg Air Force Base.

Since these classes are proposed to be relocated to the new center, the effect of the Unit's assumption is to raise the overall ratio of weekly student contact hours per headcount student to 11.7.1 -- a number that would ordinarily be extremely



**DISPLAY 8** *Actual and Projected Fall Headcount Enrollment and Annual Average Weekly Student Contact Hours (WSCH) for the Lompoc Valley Center, 1988 to 2000*

Year of Fall Term	Day Credit			Evening Credit			Non-Credit			Total		
	Enroll- ment	WSCH	WSCH/ ENR	Enroll- ment	WSCH	WSCH/ ENR	Enroll- ment	WSCH	WSCH/ ENR	Enroll- ment	WSCH	WSCH/ ENR
<i>Actual</i>												
1988	836	4,951	5.9	664	12,665	19.1	--	--	--	1,500	17,616	11.7
1989	925	4,717	5.1	648	13,912	21.5	--	--	--	1,573	18,629	11.8
1990	783	4,811	6.1	767	13,268	17.3	--	--	--	1,550	18,079	11.7
<i>Projected</i>												
1991	790	4,800	6.1	770	13,400	17.4	--	--	--	1,560	18,200	11.7
1992	800	4,900	6.1	780	13,600	17.4	--	--	--	1,580	18,500	11.7
1993	820	5,000	6.1	790	13,800	17.5	--	--	--	1,610	18,800	11.7
1994	830	5,100	6.1	800	14,000	17.5	--	--	--	1,630	19,100	11.7
1995	840	5,100	6.1	810	14,200	17.5	--	--	--	1,650	19,300	11.7
1996	980	6,500	6.6	870	15,100	17.4	--	--	--	1,850	21,600	11.7
1997	1,090	7,500	6.9	910	15,800	17.4	--	--	--	2,000	23,300	11.7
1998	1,170	8,300	7.1	950	16,400	17.3	--	--	--	2,120	24,700	11.7
1999	1,210	8,600	7.1	970	16,800	17.3	--	--	--	2,180	25,400	11.7
2000	1,220	8,700	7.1	990	17,100	17.3	--	--	--	2,210	25,800	11.7

Source: California State Department of Finance, Demographic Research Unit, March 4, 1992

high for an off-campus center. The normal ratio for such centers is in the range of six or seven weekly student contact hours per headcount student -- numbers that reflect an average course load of about six units or two courses per student. In fact, the 11.7:1 ratio is about two contact hours higher than that at the district's main campus, Allan Hancock College, in Santa Maria.

"the total projection by the Demographic Research Unit appears to be conservative, since the district's own data for the Lompoc region indicate that the existing center has already achieved the number of contact hours that the Unit had projected for the late 1990s. Indeed, the region now generates more than sufficient enrollment to justify establishing the permanent center."

Although the use of the 11.7:1 ratio elevates the projected number of weekly student contact hours, the total projection by the Demographic Research Unit appears to be conservative, since the district's own data for the Lompoc region indicate that the existing center has already achieved the number of contact hours that the Unit had projected for the late 1990s. Indeed, the region now generates more than sufficient enrollment to justify establishing the permanent center. The threshold for such a center, under both Title 5 of the California Administrative Code and the Commission's guidelines, is an enrollment of 500 full-time-equivalent students, but the region already accounts for enrollment of between 1,156 and 1,562 such students, according to these three facts: (1) the definition of a full-time-equivalent student as enrolled for between 15 and 16 weekly student contact hours, (2) the Demographic Research Unit's projection for 1992 of 18,500 weekly student contact hours, and (3) the district's calculation of 24,986 hours for 1991-92. Even though the district's calculation appears to involve some duplicate counting, the center clearly meets the Commission's enrollment criterion.

If the experience of other districts is a guide, the creation of the permanent Lompoc Valley Center will itself generate larger enrollments than the continued out-

reach operation, since permanency normally promotes greater curricular diversity, a wider array of student services, and a community focal point -- all of which lead to greater numbers of students

**Criterion 2**  
**Consideration**  
**of programmatic**  
**and geographic**  
**alternatives**

*2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.*

In its "needs study," the Allan Hancock district considered five alternatives to the existing proposal, including the following

*1 Increased utilization or expansion of the existing campus*

The Chancellor's Office of the California Community Colleges, the Commission, and other State agencies determine the enrollment capacity of community college facilities largely by the "capacity/load ratio" -- a formula that compares classroom and laboratory square footages to projected campus enrollment expressed in terms of weekly student contact hours. If the resulting percentage is in excess of 100 percent, it means that the college has more capacity than called for in the State's space and utilization standards and consequently cannot qualify for additional space. If the ratio is 99 percent or less, it means that additional space is needed.

Allan Hancock College in Santa Maria has a ratio of 145 percent for classroom lecture space and 96 percent for laboratories -- percentages that indicate a capacity surplus. Library space is at 103 percent and is considered to be adequate, while faculty office space is seriously deficient at 70 percent.

Given these percentages, the Commission would ordinarily not approve construction of the Lompoc center unless extenuating circumstances could be demonstrated -- which they can be in this case. The primary justification for the Lompoc center, other than continuing population growth in the Lompoc area, is the area's isolation from the main campus. The Commission's general guideline for maximum commuting time is between 30 and 45 minutes, including five minutes for parking. Lompoc is 34 miles from Allan Hancock College in Santa Maria, and Lompoc residents normally require between 45 and 50 minutes to make the journey. As a result, their participation rate at the college is considerably lower than that of residents located nearer Santa Maria.

"The primary justification for the Lompoc center, other than continuing population growth in the Lompoc area, is the area's isolation from the main campus. The Commission's general guideline for maximum commuting time is between 30 and 45 minutes, including five minutes for parking. Lompoc is 34 miles from Allan Hancock College in Santa Maria, and Lompoc residents normally require between 45 and 50 minutes to make the journey."

## *2 Expansion of existing instructional centers*

This option is unavailable to the district. The current space in the Lompoc elementary school and at Vandenberg Air Force Base are pedagogically inadequate, particularly for courses involving laboratory work. The air base center is subject to schedule changes that disrupt the educational process, demoralize both students and staff, and occasionally result in the cancellation of classes, and the elementary school space is being reclaimed by the school district to accommodate elementary-grade enrollment growth.

## *3 Obtain additional space in the Lompoc area*

The district surveyed the Lompoc area for space in which to relocate its existing classes but found none that is suitable. This is not really surprising, since office buildings represent the major space category in any city, and since such space is normally suitable only for lecture courses, it tends to be unsatisfactory as well as expensive. The district notes that it has had to move its outreach operations three times since 1974. If office space were leased for course work in the future, other moves occasioned by rising prices or space inadequacies would undoubtedly result.

## *4. Increase utilization of off-campus centers*

Since the district is being asked to vacate the space it is using for its existing Lompoc center, increased utilization is not a viable option.

## *5 Accommodation of enrollment by other districts*

This is not a viable alternative, since the closest community colleges to Lompoc beyond Allan Hancock College are Santa Barbara City College, 76 miles to the south, Cuesta College in San Luis Obispo County, 89 miles to the north, and Taft College in the West Kern Community College District, 120 miles to the east.

### **Criterion 3**

#### **Serving the disadvantaged**

“The district has indicated that it intends to provide a full array of support services to students at the permanent center and has argued that one of the primary justifications for building the center is the opportunity to provide those services.”

#### *3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups.*

Although the district did not provide the Commission with comprehensive demographic data for the Lompoc area region, it did submit a table that indicates the ethnicity of students in both the Santa Maria and Lompoc Valley areas (Display 9 on the opposite page). These data should be regarded only as generally indicative, however, since the ethnicity of students may vary from that of the region's population and the enrollment totals may to some degree be duplicative.

The district has indicated that it intends to provide a full array of support services to students at the permanent center and has argued that one of the primary justifications for building the center is the opportunity to provide those services. Among those noted in the needs study are personal, academic, and matriculation counseling, articulation, career information, transfer information, and financial aid programs.

**DISPLAY 9 Racial/Ethnic Composition of the Santa Maria and Lompoc Valley Service Areas, 1990**

	Santa Maria Service Area		Lompoc Valley Service Area	
	Enrollment	Percent	Enrollment	Percent
Asian	134	2.9%	87	2.9%
Black	129	2.8	258	8.5
Filipino	124	2.7	40	1.3
Hispanic	1,005	21.6	327	10.8
Native American/Alaskan Native	80	1.7	48	1.6
Pacific Islander	6	0.2	6	0.2
White (Non-Hispanic)	2,832	60.9	2,075	68.6
Other Non-White	74	1.6	46	1.5
Decline to State/Unknown	<u>264</u>	5.7	<u>138</u>	4.6
Totals	4,648		3,025	

Source: John Hancock Joint Community College District, 1992, p. 12

“the district intends to offer virtually all of the student services available at the main campus. The district has also promised to give mobility-impaired students full consideration as the center is planned.”

such as Pell Grants, Cal Grants, work-study, and loan programs. Extended Opportunity Programs and Services (EOPS) will be available. There will also be a transfer center to assist students who plan to attend the University of California or the California State University. Indeed, the district intends to offer virtually all of the student services available at the main campus, all of which have been described in some detail to the Commission by district officials both informally and in various informational bulletins and brochures.

The district has also promised to give mobility-impaired students full consideration as the center is planned. All parking, walks, and buildings will be accessible to disabled students.

**Criterion 4** 4.1 *The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree-level plans, and an institutional plan to implement such State goals as access; quality, intersegmental cooperation; and diversification of students, faculty, administration, and staff for the new institution, must be provided.*

**Academic planning and program justification**

The array of programs available at the proposed center will differ little from existing outreach operations, at least initially. The district indicates that it is committed to providing a full range of general education courses necessary for students either to complete transfer requirements or earn an associate degree. In addition, existing programs, quite possibly with more course sections offered at a wider array of times, will be offered, including the following:

*Associate in Arts Degree*

Business  
Liberal Arts I  
Social Science  
Transfer Studies

*Associate in Science Degree*

Accounting  
Business Management  
Early Childhood Studies  
Office Automation  
Secretarial Word/Information  
Processing

*Certificate of Completion*

Accounting  
Business Management  
Early Childhood Education  
Nursing  
Nursing Assistant  
Geriatric  
Acute Care/Home Health Aide  
Office Automation  
Secretarial Word/Information Processing  
Quality Technology  
Real Estate  
Real Estate  
Real Estate Escrow

Source Allan Hancock Joint Community College District, 1992, p. 20

Each of these programs has been approved by the district's Board of Trustees and is fully described in the district's catalog. In all probability, most or all of the programs have also been approved by the Chancellor's Office of the California Community Colleges. (Comment on this aspect of the proposal must remain tentative for the time being, however, since the Chancellor's Office is in the process of reviewing its approvals for all districts. Accordingly, the possibility exists that one or more programs offered by the district are currently unapproved.)

The district also plans to offer entry-level course work in the fields listed on the opposite page, with program completion to take place at the Santa Maria campus. As time goes on, and with the expected growth in enrollment, it is anticipated that students will be able to complete many of these programs at the Lompoc center, particularly if it evolves into a full-service college as projected by the Board of Governors in its long-range plan.

As to "an institutional plan to implement such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff," the district has firmly established such goals in the past and will continue to implement them at the new center.

- Criterion 5**    5.1 *A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided.*
- Consideration of needed funding**    Current projected capital outlay costs to construct the Lompoc Valley Center are contained in the district's most recent five-year plan and shown in Display 10 on

*Associate in Arts Degree*

Art  
Computer Science  
Engineering  
Human Services  
International Studies  
Physics  
Merchandising

*Associate in Science Degree*

Administration of Justice  
Applied Design/Media  
    Film  
    Graphics  
    Photography  
    Electronics  
    Digital Systems Technology  
    Electronic Engineering Technician  
    Fire Technology  
    Graphic Communication  
Home Economics  
    Interior Design  
    Merchandising  
Information Systems  
Nursing  
Office Automation  
    Legal Secretarial  
Recreational and Leisure Services

*Certificate of Completion*

Drama  
Fire Technology  
Health Occupations  
    Emergency Medical Tech I  
Home Economics  
    Interior Design  
Human Services  
    Alcohol and Drug Studies  
Family Studies  
General  
Nursing  
    Registered  
    Vocational  
Office Automation  
Legal Secretarial  
Quality Technology  
Recreation and Leisure Services

Source Adapted from Allan Hancock Joint Community College District, 1992, p 21

page 24 These amounts are expected to result in the construction of the spaces shown in Display 11, also on page 24

This configuration would support a student capacity of 18,030 weekly student contact hours, which is very close to the number that the Department of Finance projects will be needed

Display 12 on page 25 shows the actual, budgeted, and projected operations expenditures incurred by the Allan Hancock District for its outreach operations in the Lompoc Valley area for 1991-92, 1992-93, and 1996-97 (the projected opening date for the permanent educational center), respectively, as well as a detailed



**DISPLAY 10** *Proposed Capital Outlay Budget for the Lompoc Valley Center, 1993-94 to 1995-96*

<u>Project</u>	<u>Fall Term of Occupancy</u>	<u>Available Square Feet</u>	<u>Year and Amount of Funding</u>			<u>Total</u>
			<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	
Off-Site Development	1994	0	\$87,696	\$1,761,654	0	\$1,849,350
On-Site Development	1995	0	389,021	6,140,506	0	6,529,527
Phase I Facilities	1996	41,976	591,900	10,113,300	\$2,900,000	13,605,200
Phase I Parking 1	1995	0	144,000	2,488,500	0	2,632,500
Library Equipment	1995	<u>0</u>	<u>0</u>	<u>0</u>	<u>750,000</u>	<u>750,000</u>
Totals		41,976	\$1,212,617	\$20,503,960	\$3,650,000	\$25,366,577

**DISPLAY 11** *Tentative Proposed Spaces and Capacity for the Lompoc Valley Center*

<u>Space Type</u>	<u>Assignable Square Feet</u>	<u>Weekly-Student-Class-Hour Capacity</u>
Classrooms	2,738	6,382
Laboratories	20,611	11,648
Offices	4,709	29.4 Full-Time-Equivalent Faculty
Library	5,186	0
AV/TV	187	0
All Other	<u>8,5451*</u>	0
Totals	41,976	18,030 Weekly-Student-Contact-Hour Capacity

\* "All Other" assignable square feet include the following: Physical Education, 2,485; Food Services, 1,749; Health Service, 400; Staff Lounge, 215; Student Lounge, 1,009; Meeting Room, 194; Meeting Room Service, 226; Testing, 736; Workroom, 331; and Maintenance and Operations, 1,200.

budget projecting salaries and benefits for 1996-97. The projected operations budget is based on an anticipated opening enrollment in the permanent facility of 1,850 headcount students and 21,600 weekly student contact hours, or about 11.7 contact hours per student.

**Criterion 6** 6.1 *A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites.*

The district's environmental impact report discussed three alternatives -- two of which dealt only with different configurations of the proposed site that might produce less environmental disruption, and a third that would involve implementation of the Central Avenue Specific Plan -- development of an 84.7-acre plot approximately 1.5 miles south of the proposed site. The district's environmental impact consultants found this third alternative to be unacceptable due to a number of con-

*DISPLAY 12 Annual Operations Budget for the Lompoc Valley Center, 1991-92 (Actual), 1992-93 (Budgeted), and 1996-97 (Projected)*

<u>Budget Category</u>	<u>1991-92 (Actual)</u>	<u>1992-93 (Budgeted)</u>	<u>1996-97 (Projected)</u>
Salaries and Benefits	\$1,259,243	\$1,239,343	\$1,544,100*
Supplies and Materials	6,353	8,500	28,500
Contracted Services & Expenses	<u>76,370</u>	<u>86,844</u>	<u>87,000</u>
Totals	\$1,341,966	\$1,324,687	\$1,659,600

\* Detail of Salaries and Benefits Projected for 1996-97, by Headcount and Full-Time-Equivalent Position

<u>Salaries</u>	<u>Estimated Cost</u>	<u>Headcount</u>	<u>Position Full-Time-Equivalent</u>
<b>Certificated</b>			
Instructors	\$355,000	13	7 85
Associate Dean	67,100	1	1 00
Librarian	48,500	1	1 00
Counselor	44,000	1	1 00
Hourly Instructors	<u>540,000</u>	N/A	3 00
Total	\$1,054,600		(excluding summers)
<b>Classified</b>			
Custodian	50,000	2	2 00
Office Services Technician	45,000	2	2 00
Administrative Technician	32,000	1	1 00
Office Services Assistant II	20,500	2	1 08
Administrative Secretary II	24,000	1	1 00
Maintenance/Groundsperson	17,000	1	1 00
Instructional Aide	11,000	1	0 65
Hourly Help	30,000	N/A	4 00
Total	229,500		53 58
<b>Benefits</b>	<u>\$260,000</u>		
<b>Totals</b>	<b>\$1,544,100</b>		

Source: Miller, 1992

ditions that cannot be mitigated, including the fact that it is on the flight path for the Lompoc Airport and would therefore be rejected automatically by the State Department of Aeronautics. Even if it were not on that flight path, it is land that would have to be purchased and would therefore involve a substantial commitment of State funds. According to city officials, land in that area would sell for between \$2 and \$3 per square foot -- a price that would require an investment of between \$7.4 and \$11.1 million.

- Criterion 7**  
**Geographic and physical accessibility**
- 7 1 *The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.*
- 7 2 *There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students -- defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area -- must be demonstrated.*

The demographic characteristics of the region were described briefly on page 20 above. The physical characteristics of the site have been described comprehensively on pp. 37-38 of the district's environmental impact report (Fugro-McClelland, 1992). That report stated that the site consists of approximately 287 acres of largely undeveloped land (including acreage for the planned air and space museum). The property is bordered on the north/northwest by Davis Creek, on the northeast and east by Lompoc-Casmalia Road and Highway 1, on the south by agricultural land, and on the west by U.S. penitentiary property, which is also in agricultural production.

"The site contains large areas of native chaparral vegetation, over 100 oak trees, riparian vegetation along Davis Creek, and a eucalyptus row used as a windbreak. A botanical garden occupies the northern portion of the property. The site is generally level and should be relatively easy to develop."

The site contains large areas of native chaparral vegetation, over 100 oak trees, riparian vegetation along Davis Creek, and a eucalyptus row used as a windbreak. A botanical garden occupies the northern portion of the property. The site is generally level and should be relatively easy to develop.

Transportation access to the site should be excellent, primarily because it is located within three miles of the primary population center of the region -- the City of Lompoc -- and adjacent to the region's primary thoroughfare, State Highway 1. It is also served directly by Highway 246, and indirectly by several other highways in the vicinity, primarily route 135, as Display 2 on page 8 above shows.

Public transportation is available within the City of Lompoc and will be extended to the Lompoc site at the time of its opening. The exact times and frequency of bus, shuttle, and car/van pool service has not yet been determined.

There are no plans to build or maintain residential facilities at the center. As with most educational centers, the Lompoc center will appeal primarily to a commuter population.

- Criterion 8**  
**Environmental and social impact**
- 8 1 *The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.*

The proposal includes a copy of the draft environmental impact report. As of this writing, public hearings are in progress on that draft, and it is anticipated that a

final environmental impact report will be available by the time the Commission takes action on this report

**Criterion 9**  
**Effects**  
**on other**  
**institutions**

*9 1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals*

*9 3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges -- either within the district proposing the new college or in adjacent districts -- to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs*

"No other community colleges or four-year institutions are within a reasonable commuting time of the proposed Lompoc Valley Center, and it is therefore extremely unlikely that construction of the center will adversely affect any other college or university in the region "

No other community colleges or four-year institutions are within a reasonable commuting time of the proposed Lompoc Valley Center, and it is therefore extremely unlikely that construction of the center will adversely affect any other college or university in the region. However, district officials have made an effort to contact institutions in the vicinity, and they have received letters of support from officials of every public institution within 100 miles of the site, including Chancellor Barbara Uehling of the University of California at Santa Barbara, President/Superintendent Grace Mitchell of Cuesta College and the San Luis Obispo County Community College District, President Peter R. MacDougall of Santa Barbara City College, Robert Koob, Vice President for Academic Affairs at California Polytechnic State University, San Luis Obispo (on behalf of President Warren Baker), and President/Superintendent David Cothrun of Taft College and the West Kern Community College District. These letters are attached to this report as Appendix B.

Considerable evidence of strong local support for the center exists, not the least of which is the City Council's intervention with Congressman Lagomarsino and his efforts in Congress to acquire the site from the U.S. Army. The district's needs study includes numerous newspaper articles, editorials, and letters from area residents demonstrating that support, and district officials indicate further that they know of no opposition to the proposal.

**Criterion 10**  
**Economic**  
**efficiency**

*10 1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied*

*10 2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate*

*a financial savings or programmatic advantage to the State as a result of the cooperative effort*

This tenth criterion has not been a part of previous versions of the Commission's guidelines for the review of new campuses and centers. The Commission has added it because of the current, and perhaps lingering, fiscal restrictions that have become part of the State's budgetary landscape. It has become especially important of late because of a rider that the Legislature attached to the 1992 General Obligation Bond Issue that prohibited the use of bond funds for site purchases. With that proscription, if the Allan Hancock district had been unable to obtain the site for the center at no charge, it is unlikely that it would have been able even to make a proposal to the Chancellor's Office and the Board of Governors, much less achieve its current position on the Board's priority list.

As to the Commission's interest in intersegmental cooperation, Chancellor Uehling of the Santa Barbara campus of the University of California, noted the center's potential "positive impact on future enrollment at UC Santa Barbara." She went on to add that students might well "take advantage of the opportunity to establish their UC transfer eligibility at a permanent center", ultimately increasing the transfer rate from Allan Hancock College and the Lompoc area." And Vice President Koob of Cal Poly offered similar sentiments, noting that while Allan Hancock College is Cal Poly's second largest feeder institution, only a few students from the Lompoc area have enrolled at Cal Poly each year.

**Conclusion** For the reasons stated above, the Commission concludes that the proposal for the Lompoc Valley Center meets its ten criteria for approval, and thus it makes the recommendations listed on page 3 in Part One above.

**PROPOSALS FOR: NEW COLLEGE FOR  
THE LOS RIOS COMMUNITY COLLEGE  
DISTRICT AND NEW CENTER FOR THE  
ALLAN HANCOCK JOINT COMMUNITY  
COLLEGE DISTRICT** **17**

First Reading, Action Pending, November Board Meeting

**Background**

The California Community Colleges is the world's largest system of higher education, providing educational services to over 1.5 million students. The system is comprised of 71 locally-governed districts with 107 campuses and more than 50 centers.

For the next fifteen years, California's population is projected to rapidly expand. As a result, demands for educational services will increase. The Board of Governors' 1990-91 *Basic Agenda* states, "Community Colleges are expected to grow from their current enrollment of 1,500,000 students to 2 million—an increase that is the equivalent of 50 average-sized colleges. The rapidly increasing demand for facilities and operating funds to accommodate enrollment demands calls for wise and prudent management of limited resources."

As a means of refining and controlling the increased demand for future colleges and centers, the Board of Governors, in January 1991, adopted a long-range, capital outlay growth plan. The plan anticipated that during the period 1990 to 2005:

- Six existing centers would become full service campuses,
- Thirty-one new centers would be established, eight of which would become full-service campuses, and
- One center would be developed to serve adjacent territories in three districts.

Standards and responsibilities for establishing new colleges and educational centers (Title 5, Division 6, Chapter 11, beginning with Section 55825, and *Education Code* Section 81810) predate the Board of Governor's long-range plan. These regulations provide that to establish new colleges or educational centers, a community college

district shall prepare and submit a proposal to the Chancellor's Office containing at least three elements (1) assessment of needs and preferences, (2) identification of objectives, and (3) analysis of alternative delivery systems

## **Analysis**

This two-part agenda item focuses upon two specific proposals included in the long-range capital outlay plan:

- a fourth college to serve the eastern part of the Los Rios Community College District, and
- a new center to serve the Lompoc Valley area of the Allan Hancock Joint Community College District

The Los Rios and Allan Hancock districts have submitted their proposals in accordance with both Title 5 and the *Education Code*. Additionally, both proposals enjoy wide community support with no discernable opposition. If the Board approves the proposals, they will be submitted to the California Postsecondary Education Commission (CPEC) for its required review and approval. Approval by the Board of Governors and CPEC will signify eligibility to compete for available state capital outlay funds but provides no guarantee of funding. It is anticipated that additional proposals will come to the Board, with recommendations from staff that they be approved or disapproved, in the next several months.

This item is being presented to the Board for initial review and comment. A recommendation for the following actions are anticipated for the Board's November meeting:

- 1    Effective immediately, for purposes of applying for and/or receiving capital outlay funds, the Folsom Lake facility be considered a college
- 2    Subject to written approval by the Chancellor, on or before July 1, 1997, the Folsom Lake facility be officially designated a college if the CPEC general guidelines for the definition of a college have been met.
- 3    The establishment of an off-campus educational center to serve the Lompoc Valley area of the Allan Hancock Community College be approved

*Staff Presentation      Joseph Newmyer Vice Chancellor  
Fiscal Policy*

*Clarence Mangham Dean  
Facilities Planning and Utilization*

# **Lompoc Valley Center**

## *Proposed New Education Center for the Allan Hancock Joint Community College District*

### **Background**

At its January 1991 meeting, the Board of Governors approved a *Long-Range Capital Outlay Growth Plan*. Among the facility needs identified in the plan was an education center to serve communities in the southern portion of the Allan Hancock Joint Community College District. The people in these communities currently can attend district classes at three locations: (1) the main campus in Santa Maria, in the extreme northern part of the district, (2) at Lompoc, in a very limited outreach program conducted in rented public elementary school facilities 36 miles south of Santa Maria; and, (3) on the Vandenberg Air Force Base (see map, Appendix A). Full student support services and course offerings are only available at the Santa Maria campus.

Studies have demonstrated that student participation rates in community college programs are highly negatively correlated with the distance students must travel in order to attend class and to receive related support services. Experience in the region has also indicated that facilities less adequate than high school facilities discourage attendance by area high school graduates. As shown in detail in the *analysis* section that follows, the restricted schedules and course offerings available in Lompoc, coupled with the excessive travel time required to commute to Santa Maria, have resulted in underservice for Lompoc Valley area residents.

At the request of the Allan Hancock district board, the Department of Finance (DOF) prepared a special projection of the population for the Lompoc Valley service area in March 1992. That projection confirmed that the current enrollment exceeds the state criteria for the establishment of a permanent educational center.

The City of Lompoc has recently acquired more than 100 acres of land from the U. S. Army that it intends to convey to the Allan Hancock district for use as an educational center. Adjacent to the 100-plus acres is the city owned site for a future space museum, to be called "Spaceport USA." The center and the museum would share access roads and parking lots, and some utilities costs. Meanwhile, the Lompoc Unified School District has served notice on the college district that it will have to move its classes from the elementary school site.

The proposed site is located within the city limits of Lompoc. Development has occurred within one-and-a-half miles north of the proposed center, and additional development is planned within the vicinity of the site. The plans for access and off-



site utilities are underway with the district, the city, and Caltrans all involved. An illustration of the first phase of development, along with possible future buildings, parking, and athletic fields is contained in Appendix E.

This proposal, therefore, represents an opportunity to provide full educational services to a currently geographically isolated and underserved population. Acting at this time would enable the college district to take advantage of a generous offer for a well-situated parcel of land, at a time when the inadequate facilities currently rented from the local school district are about to be withdrawn.

There is strong support for this center in the local community and from all of the neighboring community colleges and universities.

## **Analysis**

### **Regional and Community Characteristics**

Allan Hancock Joint Community College District is located in the northern part of Santa Barbara County. The district is one of the geographically larger districts in the state, serving more than 3,000 square miles. The City of San Luis Obispo is north of the district. The City of Santa Barbara is located south of the district.

Surface transportation in the region is served northeast and southwest primarily by Highways 1 and 101. Highway 1 also serves the areas along the coast in the southern part of the district, then joins Highway 101 at Santa Maria. Highways 154, 246, 135, 166, 176, and 520 provide routes in an east-west or southeast-southwest direction. The only rail transportation route follows the coast through Santa Barbara County and serves no purpose for local access to community colleges. The railroad has significance, however, for industrial and commercial growth in the future.

Strict growth controls in Santa Barbara coupled with a flow, in recent years, of both general population and of business and industry outward from the Los Angeles County region, have resulted in a growth pattern in the area served by the Allan Hancock district that exceeds the county average. This is evident in the DOF report of May 15, 1991 (Appendix B, Table 1). That report indicates that the Allan Hancock district had a 3.16 percent increase in adult population in 1990. This compares to a 0.99 percent change for the Santa Barbara district and a 2.08 percent change statewide. A very recent DOF report (Appendix B, Table 2), notes that the Allan Hancock district had a 1.29 percent increase in adult population in 1991. This compares with a 0.57 percent change for the Santa Barbara district, and 1.72 percent change statewide. According to DOF demographers, the more recent 1991 report (as it pertains to the Allan Hancock district's population growth) should be considered a brief slowdown or "blip" related to the current depressed economy in the greater Los Angeles basin area.

The Santa Maria campus is located in the extreme northern part of the district. In addition to serving the northern and eastern portions of the district—including the cities of Cuyama, Casmalia, Guadalupe, Los Alamos, Santa Maria, and Orcutt—the campus has served an area of southern San Luis Obispo County. The students from this outlying area attend the Santa Maria campus because access to Cuesta College requires excessive travel time. It is anticipated that students from this area will continue to attend the Santa Maria campus.

The Lompoc Valley service area has been well-established by proven attendance over the substantial period of time during which the district has had an instructional program in Lompoc. The proposed Lompoc Valley Center would serve the communities of Buellton, Los Olivos, Lompoc, Vandenberg Air Force Base, Santa Ynez, and Solvang.

There are substantial Hispanic and Black populations in the Lompoc Valley area. The military population housed at Vandenberg Air Force Base is both ethnically diverse and generally economically disadvantaged. Military personnel and their dependents are encouraged to pursue a college education and to attend college classes, both on the base and in Lompoc. Appendix D shows the ethnic composition of the Santa Maria campus and Lompoc Center service area. It indicates that there are substantial Black and Hispanic populations in the Lompoc Valley service area that are not adequately served.

### **Enrollment Projections**

At the request of the Allan Hancock district board, the DOF prepared a special projection of the population for the Lompoc Valley service area. The project was completed in March 1992 (see Appendix C). The DOF projection indicated that the area will have an increase in enrollment, from 1,550 students in 1990 to 1,850 students in 1996. During the same time period, there will be an increase in weekly student contact hours, from 18,079 in 1990 to 21,600 in 1996, when the Lompoc Valley Center is expected to open. Enrollment in the year 2000 is projected as 2,210 and weekly student contact hours as 25,800. Enrollment in the existing instructional program exceeds the state criteria for the establishment of a permanent instructional center.

The projections cited above are based on enrollment data where conditions have discouraged attendance by many potential students: the current program is housed in rented school facilities that are inadequate for college education; students are faced with restricted schedules and course offerings; crucial student support services, such as library resources, matriculation and counseling, career information, transfer information, and financial aid information cannot be provided in the present rented facilities. A full-service education center will most likely find a higher level of participation than the DOF projections.

The enrollment data for students having a full-service program at the Santa Maria campus, as compared with those having restricted facilities and programs at the Lompoc Valley facilities, is revealing. Reflecting the restricted scheduling and facilities in Lompoc, a comparison of students who attend daytime classes shows that 38.3 percent of the Santa Maria campus students are enrolled in day classes, as compared with only 25.1 percent for the Lompoc area. For students under the age of nineteen, 47.4 percent of Santa Maria campus students are daytime enrollees, while only 33.4 percent of the Lompoc students are in this category. Clearly, students, especially those just out of high school, do not choose to participate in the Lompoc Valley program to the same extent that such students participate in the Santa Maria campus program.

The area to be served by the center has a substantial portion of potential students of ethnic background, with Hispanics being the largest in number (see Appendix D). While 21.6 percent of the Santa Maria campus enrollment is Hispanic, only 10.8 percent of the Lompoc Valley students are of Hispanic origin. People who are knowledgeable about the area indicate that Hispanic adults are very reluctant to come to the elementary school environment in which the Lompoc classes are now held. There is also a very large Black population in the Lompoc Valley area that is underrepresented in the Lompoc program. There is clear evidence that these groups are seriously underserved. Demographic data provide evidence of a substantial number of economically disadvantaged persons. Special programs are necessary to encourage these students to enter college. Once in college, support services—including counseling, tutoring, and employment opportunities—must be implemented. Currently, such programs are only available at the Santa Maria campus. Many Lompoc area students who must work do not have the money or time required to commute substantial distances—the Santa Maria campus is 36 miles away, with a commute time ranging from 45 to 65 minutes each way. The increased proximity and availability of full services and courses that the proposed center would provide represents the best chances for increasing participation within these groups.

The proposed center will also attract some enrollment from those currently being served in classes at Vandenberg Air Force Base, where it has been difficult to offer reliable programs because of the irregular availability of facilities. For example, four courses were advertised as being offered at Vandenberg for the fall of 1990. The Air Force decided that the space would be needed for other purposes, and the courses were canceled or moved. The proposed center is a very short distance from Vandenberg; consequently it could serve the students from the base with an assurance of continuity of program offerings.

The enrollment of students in the Lompoc Valley Center will not cause a significant reduction in the enrollment of nearby community colleges. The center will enroll students who are presently attending the program in Lompoc, students not now served by any college, and the increase in students resulting from projected population growth. Existing postsecondary institutions near the proposed center are a minimum of 45-minutes travel time from the proposed site. The programs proposed

for the Lompoc Valley Center do not constitute duplication of the programs of the other community college districts because there are no other college centers or programs within reasonable travel time. Four-year colleges and universities having an interest in the graduates of Allan Hancock district have encouraged the establishment of the center. It is recognized that the great distances involved in travel to reach community colleges in northern Santa Barbara County have been a deterrent to college attendance and that the proposed center would be a step in providing the opportunity for a college education to more students, consequently providing more capable students for the four-year institutions.

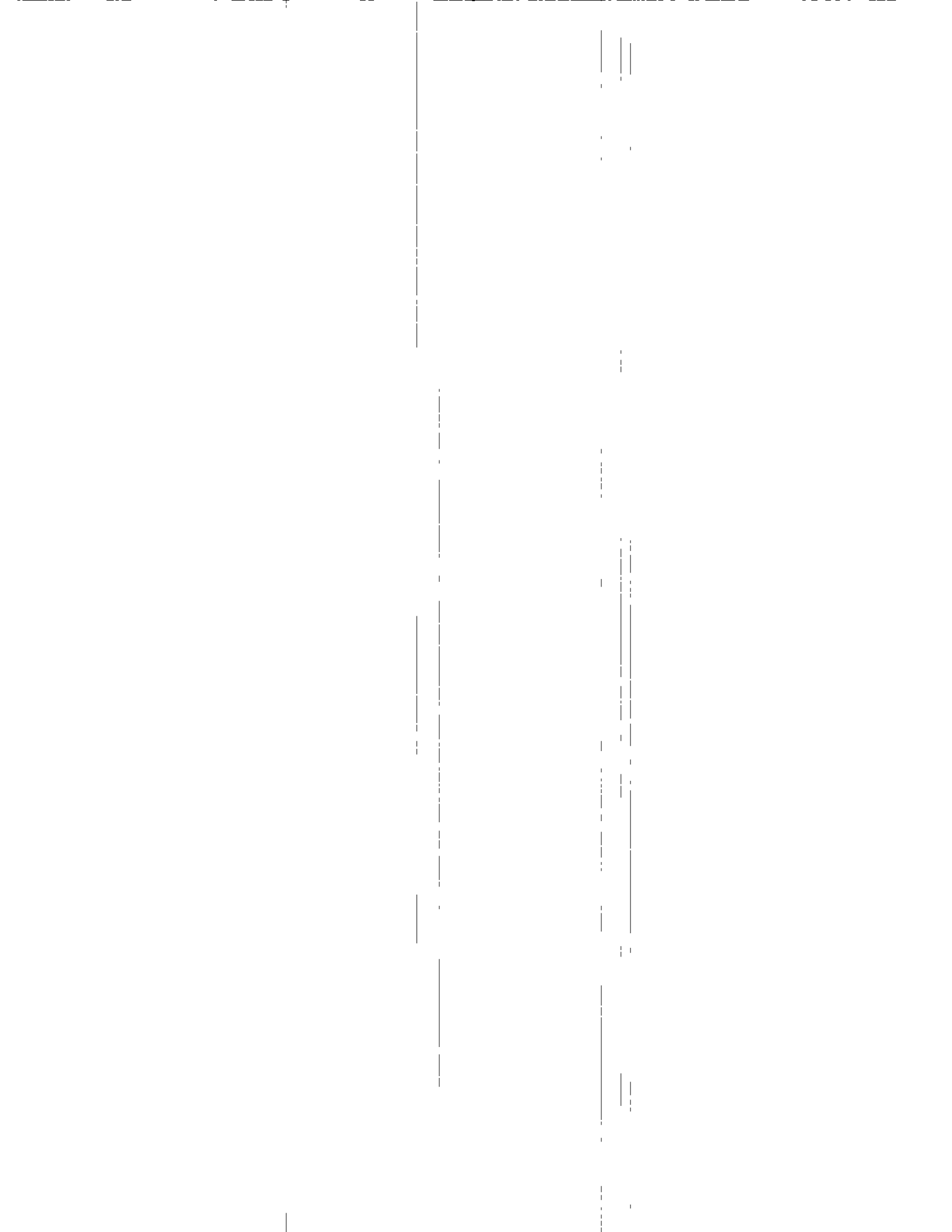
### **Community Support**

Strong local interest and support has been demonstrated for the establishment of the Lompoc Valley Center. The best evidence of that support has been the extensive and successful efforts of the City of Lompoc and elected officials representing various levels of government to obtain surplus land from the Department of the Army. That effort, extending over a period of several years, has been successful, with delivery of the deed to more than 100 acres in January 1991. The city and the college have worked cooperatively in defining what would meet the criteria for a college site, and in providing the services to that site. Public information meetings have been held with the city taking the lead and the college providing essential information. The city is now offering this site, adjacent to a science museum, as gift to the college. The museum board is willing to share some of its facilities with the college, as well as sharing parking lots and some utility costs. The site includes a small area containing a protected type of chaparral, which has been identified, and is now being used by a local conservancy group for a nature trail. The college will work with the conservancy group to protect this chaparral area.

The city has committed itself to provide public transportation to the center from both the Lompoc and Vandenberg Air Force Base areas. An airport, operated by the City of Lompoc, has been taken into consideration in planning. The district informed the Chancellor's Office and the State Department of Transportation's Division of Aeronautics of the district plan for a Lompoc Valley center, with a request for review by the Department. That review has taken place, and the district, the city, and the Department have agreed upon some changes in the flight patterns in relation to college activities. (These plans now have the Division of Aeronautics' clearance.) Letters of support have also been received from the superintendent and/or president of each of the neighboring institutions of higher education. Opposition has not been evidenced from any quarter.

### **Programs and Services**

Allan Hancock district has offered classes in Lompoc since 1974. There is a substantial instructional program being carried out that only partially meets



community needs, due to the very restrictive limitations imposed by the facilities. These programs would be augmented to provide the full range of general education courses necessary for students to complete the associate degree and to prepare for transfer. At the permanent facility, the center would be able to offer more and varied sections at times convenient to the college student population of Lompoc Valley. Additional courses in sciences and technologies, previously unavailable, will be a major incentive for enrollment for area residents.

In addition to providing full access to courses to students presently denied educational opportunities due to excessive travel times, the presence of a comprehensive education center allows for the provision of full, student support services. This is one of the most persuasive reasons for building a permanent center in preference to the current use of scattered rental spaces where these services are either extremely limited or unavailable. Students would gain access to matriculation and counseling, including tutoring, career information, transfer information, and financial aid information. Students would be able to utilize the center's library for research and supplemental information. Counseling and admissions services would be able to take into account the special services required by students with disabilities.

### **Objectives of the Proposal**

The implicit objective for the proposed center is to offer general education, business, and science and technology programs, as well as crucial student services, such as counseling, tutoring, financial aid, and library access. The proposed conversion from programs scattered between limited rental facilities to a full-service education center is responsive to the growing needs and preferences of the community. The center would make college programs and services accessible to a wider range of people, especially the underserved and underrepresented ethnic populations of the area.

### **Analysis of Alternative Delivery Systems with Cost/Benefit Analysis**

The cost/benefit analysis of alternatives to establishing a new center leads to the following considerations.

#### ***Alternative One: Increased Utilization or Expansion of the Existing Campus***

Expansion of the existing campus, located in Santa Maria, is not a viable cost/benefit alternative, because the need for a center in the Lompoc Valley is based primarily upon geographical considerations that make travel times to the existing campus excessive. Excessive travel time is viewed as a one-way trip of 30 minutes or more at safe and lawful speeds.



The Santa Maria campus is located in the north geographical area of the district. In terms of travel time, the campus location reasonably serves a major population area including Santa Maria.

The area of service defined for the Lompoc Valley Center is approximately 34 miles southwest of Santa Maria, and 45-50 minutes travel-time one-way. The area has a lower participation rate than the area within reasonable travel time of the Santa Maria campus. Because participation bears a strong relationship to travel time, the present campus cannot adequately service the Lompoc Valley and associated areas.

#### *Alternative Two Expansion of Existing Instructional Centers*

The district has a number of classes offered in rented facilities at various places throughout the district. Since the district does not control the buildings in which these classes are held, expansion of these scattered facilities is both economically and educationally impossible. Other space usable for instruction is virtually nonexistent in the area. Classes are offered in the various high schools, but this is expensive and fails to allow provisions for the comprehensive range of student services required for college students. The high school facilities are inadequate for presentation of many college programs and lack collegiate library holdings and services, college laboratories, counseling, and other student support services. Such facilities present serious supervision problems and are not available for day classes. When coupled with the continuing costs for rental, these produce an indefensible cost/benefit value.

The district has its major instructional program in the City of Lompoc, in part of an elementary school belonging to the Lompoc School District. That facility is being reclaimed by the Lompoc School District to meet growth needs. The district not only cannot expand that facility but is faced with the possibility of having to relocate the Lompoc program for the fourth time since 1974.

#### *Alternative Three Obtain Additional Locations Off-Campus*

The district is acquainted with all buildings in the various communities. Facilities that can be used are now being used. No additional space is going to meet the substantial amount of space required to replace the inadequate facilities now being used by the district and to meet the growth projected for the future.

#### *Alternative Four Increase Utilization of Off-Campus Centers*

Increased utilization of the existing rented school space could not meet the need. The argument for the proposed center is based primarily upon the inadequacy of the existing facilities at Lompoc and upon excessive travel times to the existing campus in Santa Maria.



Residents of the Lompoc Valley area participate at a rate below the participation rate for the area that is within reasonable travel distance from the Santa Maria campus primarily because of excessive travel time. It is therefore not an acceptable alternative to a center near Lompoc.

*Alternative Five: Accommodation of Enrollment by Other Districts*

Consideration has been given to the possibility that the enrollment from the Lompoc Valley area might be served by other community college districts. The Santa Barbara City College District, which is the closest college district, is 75 miles from the proposed center. All students from the Allan Hancock district would have to travel more than 30 minutes, and as much as 80 minutes, one-way, to attend Santa Barbara City College. This is not a satisfactory solution to the need for facilities that are appropriately located to serve the area.

*Rationale for Approving the Proposed Program*

The establishment of the proposed Lompoc Valley Center is considered to be the most feasible alternative to effectively and equitably provide full services and comprehensive education programs to the citizens of the southwestern region of the Allan Hancock district for the following reasons:

- (1) The site proposed for the Lompoc Valley Center would fill a geographical gap in community college educational opportunity in the large area north of Santa Barbara, south and west of Santa Maria, and south of San Luis Obispo. This is the area most likely to experience population growth.
- (2) A large number of potential students in the area are currently unserved or underserved. This is especially true for members of the substantial minority populations in the Lompoc Valley area. An important feature in site selection is accessibility for all persons within the service area. The proposed site is centrally located within the area and is accessible by major highways and roads. The site would be centrally located for service to areas that have substantial ethnic populations. The center would attract many Hispanic and Black students who are not now involved with college education.
- (3) Students from the Lompoc Valley area are now required to travel from 45 minutes to one hour to attend the programs offered at the main campus located in Santa Maria. For many students, especially those who must work, this distance is excessive, making participation impossible.

- (4) The outreach program currently offered in Lompoc provides, at best, minimal student support services and, due to inadequacies of the rented facilities, limited course offerings. The availability of student support services would help all students, especially the economically and educationally disadvantaged.
- (5) Approval of the proposed center, at this time, would enable the Allan Hancock district to take advantage of a major cost-saving offer—namely the gift of land offered by the City of Lompoc. Use of this specific site would allow the district to share parking facilities with the adjoining, future science museum as well as some utility costs.

Although the environmental issues related to specific site selection need not be addressed in this report, a full-scale environmental impact report is being prepared by the City of Lompoc, as the lead agency. The draft report was completed in June and circulated to all of the appropriate agencies for comment. There appear to be no adverse conditions that cannot be mitigated. Meanwhile, the Army has completed its own fundamental environmental impact report on such matters as hazardous waste, and no such problems were found.

## **Summary and Conclusion**

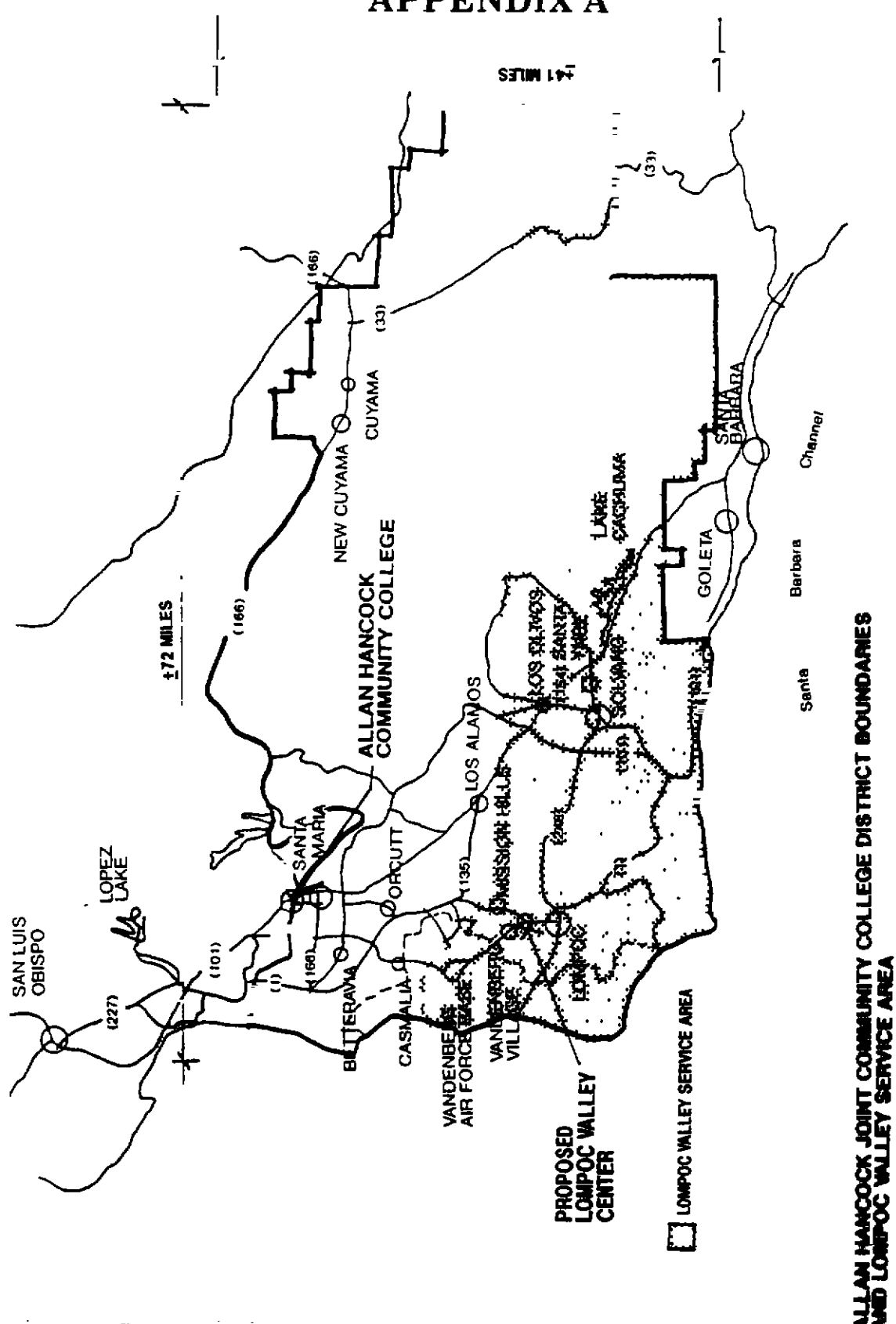
Staff analysis of the Allan Hancock district's proposal to create an education center in the Lompoc Valley has revealed the proposal to be justifiable, desirable, and timely.

This region is geographically isolated from the nearest campus, limiting access to the full array of services offered there. Lack of adequate facilities for the Lompoc Valley outreach program has resulted in restricted schedules and course offerings. Student support services are not available in Lompoc. The result is that large numbers of students and potential students from the Lompoc Valley are currently unserved or underserved. This is especially true for the large ethnic minority populations in the area. Despite these obvious drawbacks, Department of Finance projections show that enrollment in the existing instructional program exceeds the state criteria for the establishment of a permanent education center. A full-service education center would be expected to exceed the DOF enrollment projections.

The district is faced with a mandate to vacate a large portion of the facilities currently being rented from the Lompoc Unified School District. The loss of the present facilities, albeit inadequate, coupled with regional population growth, leaves the district in dire need of a new consolidated site. Fortunately, as the result of the very supportive effort by the community, an appropriately located site is now being offered to the district by the City of Lompoc.

No other feasible alternative would provide full educational opportunity to the Lompoc Valley area. All of the neighboring institutions of higher education are supportive.

—



## APPENDIX B Letters of Support for the Lompoc Valley Center

UNIVERSITY OF CALIFORNIA SANTA BARBARA

BERKELEY DAVIS IRVINE LOS ANGELES RIVERSIDE SAN DIEGO SAN FRANCISCO



SANTA BARBARA SANTA CRUZ

DAVID PIERPONT GARDNER  
*President of the University*

Office of the Chancellor

BARBARA S. UEHLING  
*Chancellor at Santa Barbara*

July 1, 1991

Mr. Gary Edelbrock  
Superintendent/President  
Allan Hancock College  
800 South College Drive  
Santa Maria, CA 93454

Dear Gary:

Thank you for your recent letter inviting comments on the potential impact on UCSB's enrollment as a result of the establishment of a permanent Allan Hancock College center in Lompoc. My initial reaction and that of several of my staff involved in admissions and transfer is that the establishment of a permanent center in Lompoc would have a positive impact on future enrollment at UC Santa Barbara.

While first we might compete for a small number of high school graduates eligible to matriculate to UC, more likely over time a larger number would eventually take advantage of the opportunity to establish their UC transfer eligibility at a permanent center. This larger group would ideally take advantage of support services of our Office of Relations with Schools, ultimately increasing the transfer rate from Allan Hancock College and the Lompoc area.

Whatever the ultimate pattern of student behavior, it is important for the University to encourage all educational initiatives providing access to higher education to greater numbers of students, particularly those from ethnic minorities. Consequently, I support Allan Hancock's effort to enhance access through the establishment of a permanent educational facility in the Lompoc Valley area.

- I encourage you to keep me informed of your progress. Should you care for more specific analysis or comments on potential impacts on enrollment, do not hesitate to write or call.

Cordially,

  
Barbara S. Uehling



## Cuesta College

Business Services

June 18, 1991


Gary R. Edelbrock  
Allan Hancock College  
800 South College Drive  
Santa Maria, CA 93454

Dear Dr. Edelbrock:

We have received your letter of May 31, 1991 requesting our concerns and comments about the proposed Lompoc Valley Center. The establishment of a permanent center in the Lompoc Valley area will not have a significant impact on the programs offered at Cuesta College or our enrollment patterns.

If we can be of further assistance in regards to your application with the State Chancellor's Office, please let us know.

Sincerely,

  
Grace N. Mitchell  
President-Superintendent

ab



# **Santa Barbara City College**

**Santa Barbara Community College District**

**Peter R. MacDougall**  
*Superintendent/President*

**March 19, 1992**

**Dr. Frances Conn**  
**Interim Superintendent/President**  
**Allan Hancock College**  
**800 South College Drive**  
**Santa Maria, CA 93454**

**RE: Your Letter of March 2, 1992, to Approve the Process of a Permanent Educational Center in the Lompoc Valley Area**

**Dear Dr. Conn:**

The Santa Barbara Community College District has no objections to the Allan Hancock Joint Community College District forming a permanent educational center in the Lompoc Valley area. My understanding is that the facility will be located 30 miles south of the Allan Hancock campus in Santa Maria and approximately 65 miles from Santa Barbara and San Luis Obispo. An enrollment of 2,500 students is expected and facilities will include classrooms, laboratories, offices, library, media, food services, and support facilities.

I do not expect that the Center as described above will have any negative impacts upon the Santa Barbara Community College District. I extend best wishes on the development of this important facility for the Allan Hancock Joint Community College District.

**Sincerely yours,**

**Peter R. MacDougall**  
**President**

**PRM:al**

# CAL POLY

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO, CA 93407  
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS  
(805) 756-2186


Dr. Frances Conn, Interim Superintendent/President  
Allan Hancock College  
800 South College Drive  
Santa Maria, CA 93454

March 19, 1992

Dear Dr. Conn:

The establishment of a permanent center in Lompoc will not have an adverse impact on the enrollment at Cal Poly. Currently, 0.5% (87 students) of our total population originated from high schools in either the Lompoc Valley or the Santa Ynez Valley. For the Fall Term 1991 only 1.7% (12 students) of the June 1990 high school graduates from that area enrolled at Cal Poly. Allan Hancock College however is our second largest feeder institution. With the increase of enrollment at the new Lompoc Center, we also hope to increase our enrollment from your institution.

Sincerely,



Robert Koob  
Vice President for Academic Affairs



**Taft College**  
**WEST KERN**  
**COMMUNITY COLLEGE DISTRICT**

29 EMMONS PARK DRIVE

P O BOX 1437

TAFT, CALIFORNIA 93268

(805) 763-4282

March 9, 1992

Dr. Frances Conn  
Interim Superintendent/President  
Allan Hancock College  
800 South College Drive  
Santa Maria, CA 93454

Dear Dr. Conn:

This is to officially notify you that your plan to establish a permanent educational center to serve the Lompoc Valley area will have no potential impact on the enrollment of the West Kern Community College District.

Sincerely,

David Cothrun  
Superintendent/President



## REFERENCES

Allan Hancock Community College District *Lompoc Valley Center, An Assessment of Need*. Santa Maria The District, March 1992

Automobile Club of Southern California "Santa Barbara County and Carpinteria, Santa Barbara" (Map) Los Angeles The Club, June 1991

Board of Governors of the California Community Colleges *Long-Range Capital Outlay Growth Plan*. Sacramento The Chancellor's Office, January 1991

-- "Proposals for New College for the Los Rios Community College District and New Center for the Allan Hancock Community College District" Board of Governors Agenda Item No 17 Sacramento The Board, September 11, 1992

California Postsecondary Education Commission *Guidelines for Review of Proposed Campuses and Off-Campus Centers* Commission Report No 90-9 Sacramento The Commission, January 1990a

-- *Higher Education at the Crossroads*. Commission Report No 90-1 Sacramento The Commission, January 1990b

-- *A Capacity for Learning*. Commission Report No 90-3 Sacramento The Commission, January 1990c

-- *Proposed Construction of the Western Nevada County Center, Sierra Joint Community College District* Commission Report No 91-22 Sacramento The Commission, January 1991

-- "Progress on the Commission's Studies of the Cost of the Instructional Mission and Revenue Trends in California's Public Colleges and Universities" Commission Agenda Item 5 Sacramento The Commission, June 1, 1992a

-- *A Framework for Statewide Facilities Planning*. Commission Report No 92-17 Sacramento The Commission, August 24, 1992b

-- *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers*. Commission Report No 92-18 Sacramento The Commission, August 24, 1992c

Fugro-McClelland (West) *Draft Environmental Impact Report for Allan Hancock Community College -- Lompoc Valley Center* Santa Maria Sch No 92051084, July 1992

MGT Consultants, Inc *Final Report: Study to Provide Assistance in the Development of a Long-Range Master Plan for New Community College Campuses.*  
Sacramento MGT, September 1990

Miller, Elizabeth A (Vice President, Business Services, Allan Hancock College)  
Letter to William L Storey, California Postsecondary Education Commission, September 29, 1992

# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

**T**HE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

## Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members will be appointed by the Governor.

As of December 1992, the Commissioners representing the general public are

Helen Z Hansen, Long Beach, *Chair*  
Henry Der, San Francisco, *Vice Chair*  
Mim Andelson, Los Angeles  
C. Thomas Dean, Long Beach  
Mari-Luci Jaramillo, Emeryville  
Lowell J. Paige, El Macero  
Tong Soo Chung, Los Angeles  
Stephen P. Teale, M.D., Modesto

Representatives of the segments are

Alice J. Gozales, Rocklin, appointed by the Regents of the University of California,  
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,  
Timothy P. Harding, Rancho Santa Fe, appointed by the Board of Governors of the California Community Colleges,  
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University, and  
Harry Wugalter, Ventura, appointed by the Council for Private Postsecondary and Vocational Education

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

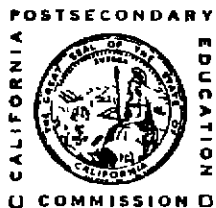
As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren H. Fox, Ph.D., who is appointed by the Commission.

The Commission issues some 20 to 30 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover. Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Fifth Floor, Sacramento, California 95814-2938, telephone (916) 445-7933.



## PROPOSED CONSTRUCTION OF THE LOMPOC VALLEY CENTER IN THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

### Commission Report 92-31

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Fifth Floor, Sacramento, California 95814-2938. Recent reports include

- 92-17 *A Framework for Statewide Facilities Planning: Proposals of the California Postsecondary Education Commission to Improve and Refine the Capital Outlay Planning Process in California Higher Education* (August 1992)
- 92-18 *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers: A Revision of the Commission's 1990 Guidelines for Review of Proposed Campuses and Off-Campus Centers* (August 1992)
- 92-19 *Approval of the Lemoore Center of the West Hills Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors to Recognize the Center as the Official Community College Center for the Lemoore/Hanford Area of Kings County* (August 1992)
- 92-20 *Commission Comments on the Systems' Final Funding Gap Reports: A Second Report to the Legislature and the Governor in Response to Supplemental Report Language of the 1991 Budget Act* (August 1992)
- 92-21 *Services for Students with Disabilities in California Public Higher Education, 1992: The Second in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (August 1992)
- 92-22 *Exchanging Students with Eastern Europe: Closing a Half-Century Learning Gap: A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 132 (Resolution Chapter 145, Statutes of 1990)* (August 1992)
- 92-23 *1992-93 Plan of Work for the California Postsecondary Education Commission: Major Studies and Other Commission Activities* (August 1992)
- 92-24 *Resource Guide for Assessing Campus Climate* (August 1992)
- 92-25 *Meeting the Challenge: Preparing for Long-Term Change in California Higher Education*, by Warren H. Fox. Report of the Executive Director to the California Postsecondary Education Commission, August 24, 1992 (August 1992)
- 92-26 *California College and University Exchange Programs with Mexico: A Staff Report in Response to a Request from the 1991 United States-Mexico Border Conference on Education* (October 1992)
- 92-27 *Appropriations in the 1992-93 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (October 1992)
- 92-28 *Legislation Affecting Higher Education During the Second Year of the 1991-92 Session: A Staff Report to the California Postsecondary Education Commission* (October 1992)
- 92-29 *Eligibility and Participation in California's Public Universities Through the Year 2006: Projections by the Staff of the California Postsecondary Education Commission* (October 1992)